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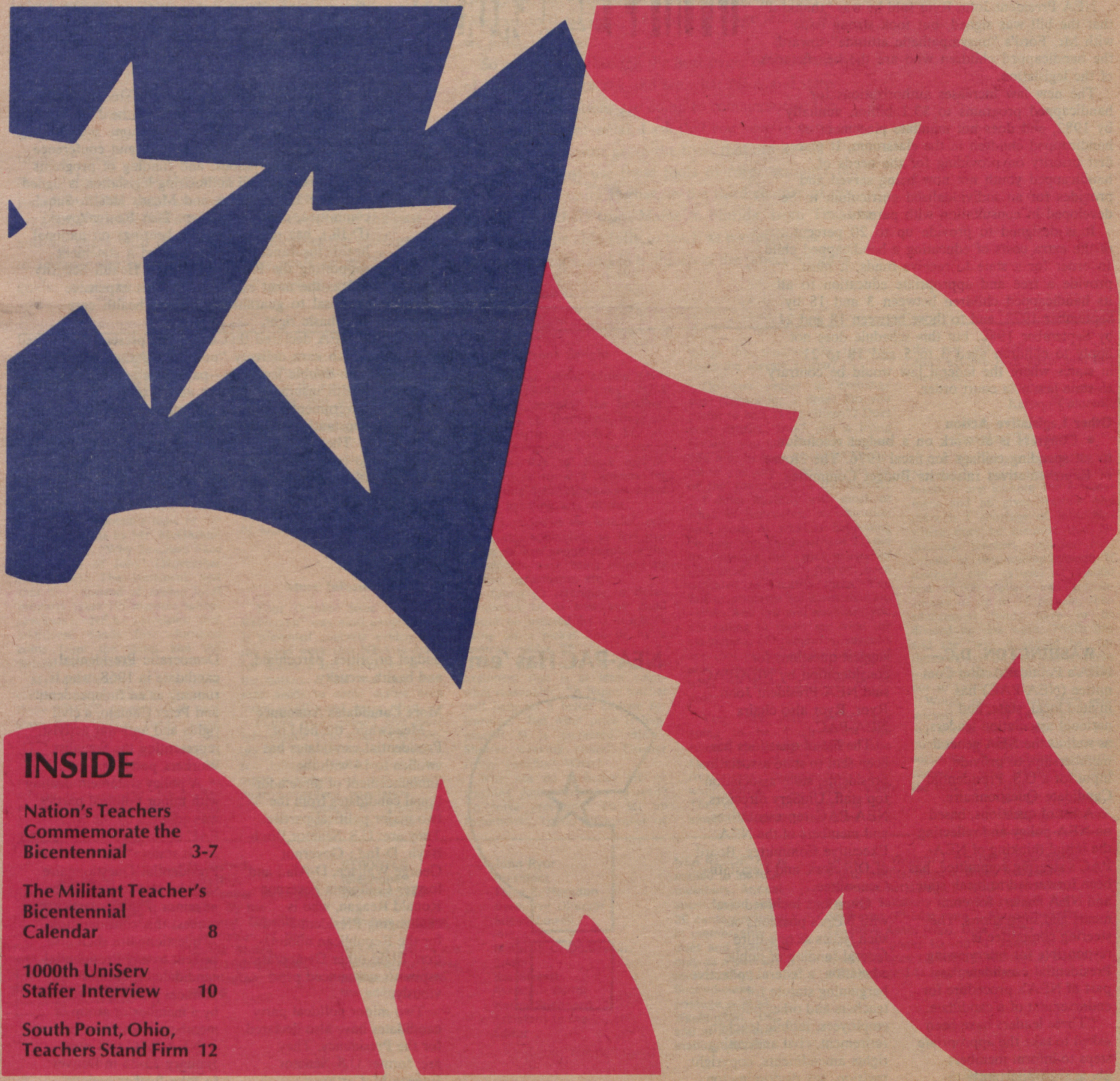
The AMERICAN TEACHER Enters the BICENTENNIAL YEAR



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A Major NEA-Backed Law Passes

CONGRESS SAYS YES TO AID FOR HANDICAPPED CHILDREN

WASHINGTON, D.C.—Congress has passed a major NEA-backed measure (Public Law 94-142) to assure the nation's eight million handicapped children access to a free and adequate public education. The majority vote in the House and Senate was so overwhelming that President Ford—already stung by overrides of his education funding and school lunch vetoes—signed the measure November 29. He grumbled that the bill "promises more than the federal government can deliver" and said he would seek revision of the law before it becomes fully operational in 1978.

NEA President John Ryor said he was "thankful" that the bill was signed, but took strong issue with Mr. Ford's "unsympathetic attitude" toward the handicapped children who are the beneficiaries of the legislation.

The new law increases authorizations for handicapped programs to $3.1 billion annually by 1982, and does not mandate placement of handicapped children in the classroom. It places first priority on providing for the needs of handicapped youth not now being served and provides for an individualized curriculum to be developed in consultation with parents.

It is designed to provide up to 20 percent of the extra costs of educating a handicapped child. In order for a state to receive funds, it must provide a free and appropriate education to all its handicapped children between 3 and 18 by September 1978, and to those between 18 and 21 by September 1980, but this schedule does not apply to children aged 3 to 5 and 18 to 21 in states where the federal law would be contrary to state law or a court order.

Other Legislative Action

• Congress is at work on a budget resolution to set spending ceilings for fiscal 1976. The House of Representatives raised its Budget Committee figures for education to $433 million. NEA pressed for retention of the House total, plus a minimum of $3.3 billion for education in the transitional quarter (July-September, 1976), as provided in the Senate version. As agreed to by conferees, the resolution meets NEA's minimum askings. The measure becomes law when agreed to by both Houses, but may be amended if unanticipated needs arise.

• Sen. Claiborne Pell (D-R.I.), chairman of the Senate Education Subcommittee, has introduced an omnibus bill to extend and revise the major higher education and vocational/adult programs which expire next June 30. The measure also restructures the HEW Education Division and makes technical amendments to other programs administered by the U.S. Office of Education.

The sweeping measure is under study by NEA, which is concerned about meeting the June 30 deadline; such omnibus bills consume months of committee work, floor debate, and conference committee negotiations, and funding of programs is not possible until authorizing legislation is signed.

• The House Ways and Means Health Subcommittee, chaired by Rep. Dan Rostenkowski (D-Ill.), has resumed public hearings on national health insurance. NEA submitted a statement supporting the Kennedy-Corman Health Security bill as the most efficient and least expensive proposal to guarantee adequate health care as a basic right.

NEA declared that under the present fragmented health care delivery "nonsystem" the consumer is in double jeopardy—paying heavily for minimal health insurance benefits and taxed to pay for government-supported programs whose value is constantly eroded by inflation.

The statement added that proposals that fail to create order out of the present chaotic state of health care can only exacerbate the problem.

QUESTIONS FOR THOSE WHO WANT TO BE PRESIDENT

NEA-PAC Has 'em

WASHINGTON, D.C.—NEA's Political Action Committee (NEA-PAC) has invited local, state, and national association leaders, as well as the NEA general membership, to provide input for a U.S. Presidential Candidate Questionnaire.

A list of questions, based on NEA policy and reflecting the initial thinking of NEA-PAC's steering committee, has been forwarded to local, state, and NEA leaders for comments and suggestions. The steering committee is responsible for interviewing Presidential candidates as part of NEA's procedure for endorsement of a candidate.

"These leaders have been asked to take the appropriate steps to inform members about the opportunity to suggest questions for consideration by NEA-PAC," said NEA President John Ryor. Ryor also chairs NEA-PAC.

The list of questions has been sent to state association presidents, state association top staff, UniServ directors, NEA-PAC representatives, and members of the NEA Executive Committee, Board of Directors, and Legislative Committee.

Questions included deal with NEA's positions on such issues as one-third federal funding of public education, a federal collective bargaining statute for teachers and other public employees, mobile teacher retirement, civil and voting rights amendments, copyright revision, sex discrimination, budget priorities, parochiaid, and health security.

More Candidates Announce

Meanwhile, the field of Presidential candidates has swollen to 14 with the announcement of three additional candidates from the two major political parties. They are: U.S. Senator Birch Bayh, D-Ind.; Governor George Wallace, D-Ala.; and former California governor Ronald Reagan, who is challenging President Ford for the Republican nomination. Eight other Democratic aspirants announced previously.

Two minor political party candidates have also declared for the Presidency. They are: former U.S. Senator Eugene McCarthy, a Democratic Presidential candidate in 1968, who is running as an Independent; and Peter Camejo, a civil rights and anti-war activist, representing the Socialist Workers party.

A policy statement dealing with minor political parties was adopted by the NEA-PAC committee on November 15. It states: "The standard Presidential Questionnaire shall be sent to candidates of minor political parties who request this consideration. A questionnaire shall also be sent to any Presidential candidate of a minor political party upon request by a member or group of members of the Association."

NEA-PAC will meet January 23-25 in Denver to take further actions.

The AMERICAN TEACHER Enters the BICENTENNIAL YEAR

A Statement by NEA President John Ryor

Nearly from the beginnings of our nation two hundred years ago, American teachers recognized the value of banding together to better their conditions and to improve the schools. Before the turn of the eighteenth century, teachers' associations had been formed, and by the 1850's many state education associations were founded.

In 1857, a small group of "practical teachers" came together in Philadelphia to form what they called the National Teachers Association. They declared their purposes to be twofold: "to elevate the character and advance the profession of teaching, and to promote the cause of popular education in the United States." The ideas spoken by these few teachers endured; their association grew, first by hundreds, then by thousands, until—one hundred years later—their numbers reached nearly a million.

These teachers struggled against hard odds to build a profession. They lived and fought through two world wars, through the great Depression, through times of social hardship and with burdens of prejudice and intolerance. But they endured—*we* endured—and today, in 1976, there are nearly two million of us organized teachers. We remember the rhetoric of the past, and we share with those pioneer educators the courage to advance our cause. Many of their goals are yet our goals: economic security for all teachers, professional excellence, legislative support for the schools, solutions to pressing social problems.

Today, however, we have more than rhetoric, more than goals. We have the tools to solve our problems—tools such as collective bargaining, lobbying techniques, plans of political action, legal-aid funds. With these tools—developed and polished through years of work and testing—we have the opportunity to build our profession and make it the strongest in the nation. We can ensure that every teacher has the right to a bargained contract; we can demand that the legislatures of this land give education its share of support; we can elect friends of education and unelect foes of the schools; we can guarantee in the courts the rights of all teachers. We can do these things, and our heritage tells us that we must do them.

So as you read through the next pages of this issue of the NEA REPORTER and see what NEA and state and local associations are doing to commemorate the year of the Bicentennial, I ask that you keep in mind this challenge: We must grasp the tools that are in our hands. We must use these tools to forge stronger our cause and our unity so that, in the third century of our Republic, teachers from Maine to Florida, from Texas to Alaska, will be able fully to teach as professionals, to act as citizens, and to build upon the power we gave them.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Impossible Logic

I feel as a teacher, taxpayer, and small businesswoman, I *must* protest the impossible logic of the statement made by Mr. McGarigal in his article, "Why Teachers Face a Shortage of Jobs" (November REPORTER). The statement was that ". . . instead of raising local property taxes (to increase school revenues), NEA advocates that additional funds for education come from the states and the federal government."

My questioning of his (and evidently, also NEA's) logic is this—WHERE do you think that state and federal funds come from: Certainly *not* out of the sky or from some pocket that is bottomless, but rather from the pockets of taxpayers such as school teachers and NEA REPORTER writers! It is just this kind of reasoning which has placed the federal government, the cities of New York, Detroit, Chicago, and others in the financial predicament they now find themselves. Every dollar *any* government spends comes right out of our pockets—yours and MINE! Until we as teachers realize this, how can we hope to teach future generations fiscal responsibility?

If this is NEA's stand, I suggest they re-evaluate it in terms of logic!

Janet Pederson
Reno, Nevada

More Information

Your October issue of "NEA REPORTER" was most enlightening. It presented concrete evidence of the good work that NEA is doing for teachers and educators across the nation. I feel that this message needs to come across even more vividly and more often.

Future issues should give more information as to what NEA is doing for Migrant Farm Workers, for bilingual children, and for other segments of our nation's under-priviledged population.

Ramon H. Tanguma,
San Diego, Texas

Proof Sought

The most recent edition (November 1975) of the NEA REPORTER contains the heading: "Teachers + Collective Bargaining = Better Schools." My assumption was that we'd be reading how this was so! Since my inclination is to seek reasons for supporting desirable change, proof of the headline was sought.

So I reviewed the articles, pictures, etc. attempting to find evidence of how young people in the classrooms were being helped by strikes, agreements, etc.

I found no reference or documentation as to how any child would be assisted by a teacher's being on a picket line or by a contract under PN.

You failed even to use the argument that is at least somewhat reasonable: "A happy teacher will help set a better climate for learning." But what price is happiness? Is it increased salary? Shorter working hours? Greater fringe benefits? What?

Why not do a better job of teaching youngsters how to read? To solve problems? To set up hypotheses? To do all manner of things that separate the ignorant from the literate citizen?

Do you prefer to exchange your talents for a dole? Do you prefer to be a "kept citizen"? Does your district "owe" you a living because you are there, or because you are, in fact, teaching? Or because you are improving the lot of the youngsters in the district?

I differ mightily with much of what is happening in education and much of what is happening because you (and perhaps I) fail to diagnose the exact causes of ignorance though you've been educated to identify them. You fail to prescribe solutions that are viable. And last and not least, you are failing to really see what the evaluation of programs suggests are root causes of the failure of our educational system to do what we know it ought to be doing.

You knew that teaching was going to be tough when you entered the profession. You also knew some of its rewards, joys, frustrations, unhappiness. You want patrons to support you? Then do your job as you and they agree it needs to be done and the rest will follow. And you don't achieve high goals with low methods.

William A. Rupp,
Kersey, Colorado

Grasping Teachers?

J. T. McGarigal reported in the November issue that 200,000 teachers are looking for employment and he gives reasons why there is a shortage of jobs. Nowhere does he mention that increasing teachers' salaries contribute to that unemployment. If teachers earn salaries of 19,000 and 23,000 dollars and get increases of up to 11 percent, then educational funds have to be divided up less ways. That's fine and the "way it should be" for those of us *with* jobs but it shows a remarkable insensitivity to those not so fortunate.

Would not our long-term self-interest be better served by grasping less at all we can get? The public could find reason to support education if teachers appeared somewhat less self-serving than the bulk of society.

W. G. G. Blakney
Auburn, Alabama

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nea reporter

nea helping teachers teach

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President
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Sal Streett
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Karen Sheppard
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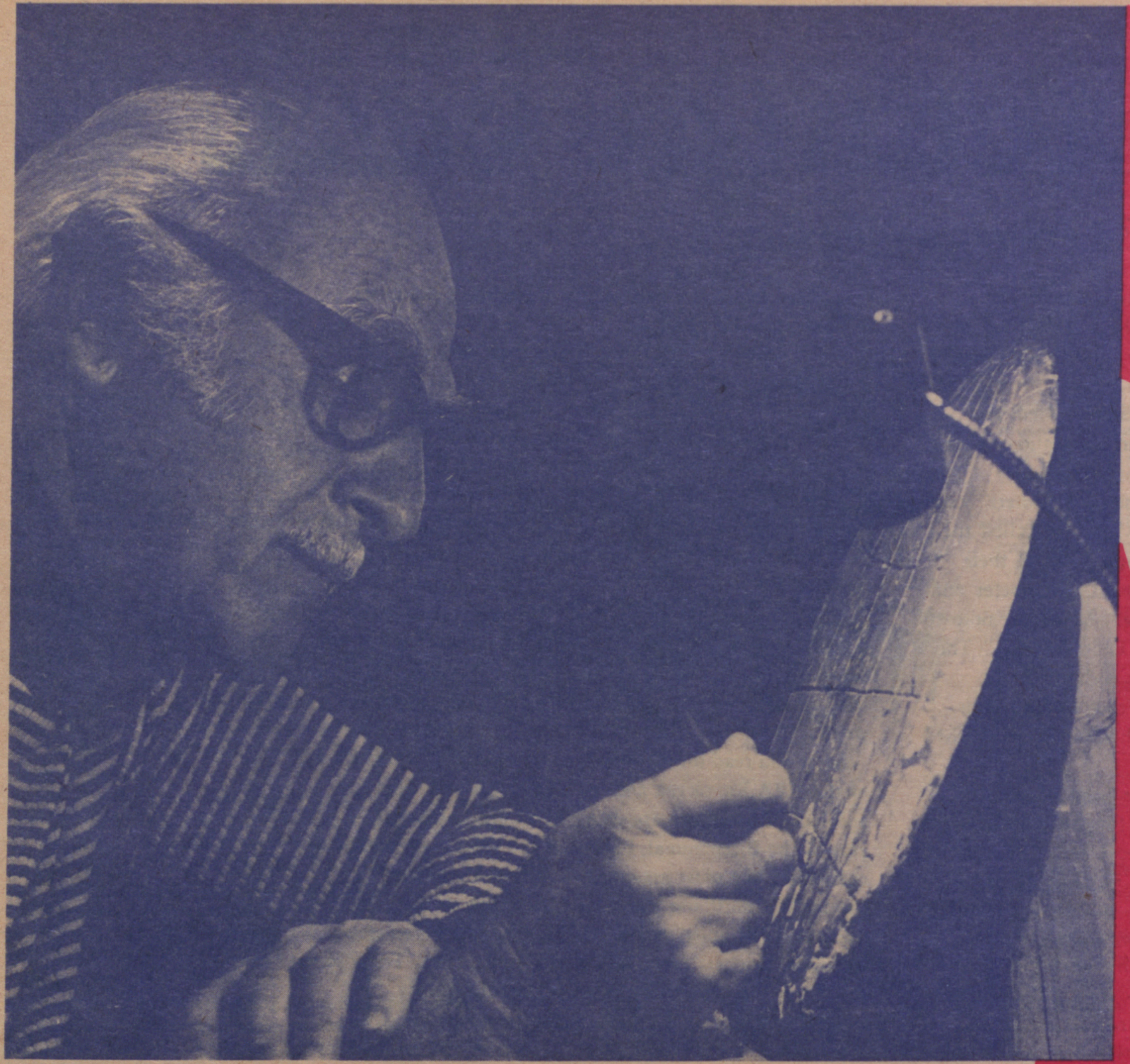


MASTER SCULPTOR FRANK ELISCU chisels final details on the original model from which NEA's Bicentennial Medallions were cast. The 2½" medallions may be purchased for $12.50 in bronze (stock #0184-2-0D) and $90 in silver (stock #0183-4-0D) from NEA Order Department, The Academic Building, Saw Mill Rd., West Haven, CT 06516. Make checks payable to NEA.

The AMERICAN TEACHER Enters the BICENTENNIAL YEAR

A Global Curriculum For the Future

WASHINGTON, D.C.—NEA efforts to mobilize the nation's educators around a Bicentennial theme of honoring the past with a celebration of the future moves into full swing with the new year.

Acting on the belief that educators can be major change agents for world peace and justice, NEA's Bicentennial Committee has developed a 17-program observance built around the theme, "A Declaration of Interdependence: Education for a Global Community." Projects range from essay contests to international and award activities proposed for the 1976 NEA Annual Meeting, a Bicentennial classroom ideas booklet, a traveling peace exposition, International Women's Year activities, and participation in the "American Issues Forum."

Top priority among these projects is a two-volume treatise on the cardinal principles of education, to be published in four languages. The first volume will contain the education principles along with recommendations for a global curriculum for the future. The second will include outstanding essays and graphic designs by educators who have won top prizes in NEA international competitions, as well as statements about NEA's Bicentennial views and programs carried out in 1975 and 1976.

NEA's original development of the seven basic cardinal principles of education in 1918 influenced the course of American education for most of this century, according to NEA Bicentennial Committee Chairpersons Helen Wise and James Harris, both past NEA presidents. But today, "most policy statements about education are obsolete; education taken as a whole is not adequate to these global times and too seldom anticipates the future," they said.

The seven original principles are: 1) health, 2) command of fundamental processes, 3) worthy home membership, 4) effective citizenship, 5) vocational efficiency, 6) worthy use of leisure, and 7) ethical character.

In keeping with the idea of a living celebration of the Bicentennial, NEA's reframing of the cardinal principles will commemorate the principles of the American Revolution in the form of a major education program looking toward the next 100 years, states the project proposal.

Chairing this reframing project is Harold Shane, professor at Indiana University School of Education, assisted by a panel of 20 leaders in education, economics, law, science, business, religion, and politics. Each panel member was asked to contribute the names of possible distinguished interviewees on the subject of schools in the 21st century.

A DECLARATION OF INTERDEPENDENCE: EDUCATION FOR A GLOBAL COMMUNITY

We hold these truths to be self-evident

THAT 200 years after declaring our independence, the American people are entering a new era.

THAT today we must acknowledge the interdependence of all people.

THAT education can be a vehicle through which peace and the principles of the American Revolution—life, liberty, and the pursuit of happiness—may be the guidelines for human relationship on our planet.

THAT educators around the world are in a unique position to help bring about a harmoniously interdependent global community based on the principles of peace and justice.

THAT toward this end the National Education Association is pursuing a series of programs to prepare for major reform in education.

"TODAY" TV SHOWS SALUTE THE STATES

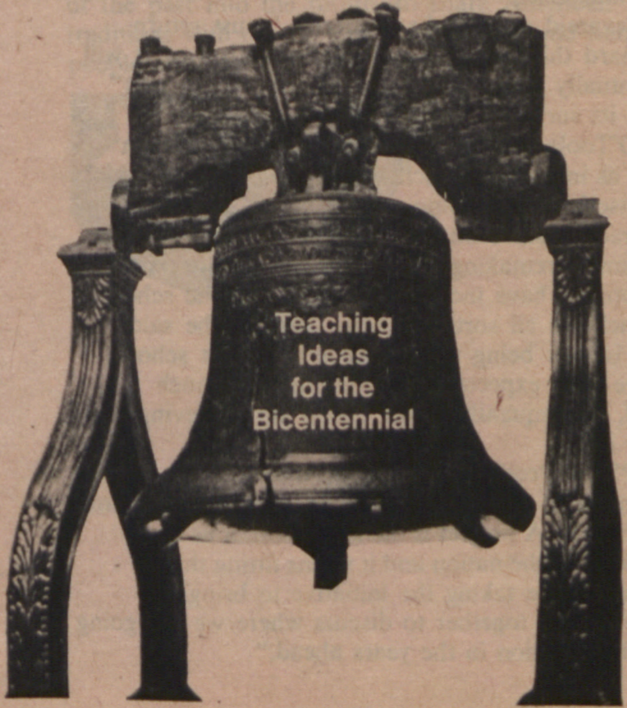
NEW YORK CITY—An NEA-recommended "Today" Bicentennial TV series of two-hour salutes to each of the 50 states will originate in West Virginia, Arkansas, Missouri, Texas, Mississippi, Tennessee, Florida, and Louisiana during January and February.

The Bicentennial salutes are broadcast on Friday mornings. Each program includes a capsule historical survey which looks upon the past with an eye to what is relevant today; a visit to tourist attractions in the state; entertainment indigenous to the state and a segment devoted to political leaders, assessing the state's political profile and considering current national issues as the state's political leaders perceive them.

NEA is cooperating with "Today" producer Stuart Schulberg by providing suggestions on what the education problems are in the various states.

Barbara Walters and Jim Hartz (shown below) are co-hosts for the broadcasts. Airdates of upcoming programs are: West Virginia, January 9; Arkansas, January 16; Missouri, January 23; Texas, January 30; Mississippi, February 6; Tennessee, February 13; Florida, February 20; and Louisiana, February 27.

A subcommittee of the NEA Bicentennial Committee has written *Heritage and Horizon: Teaching Ideas for the Bicentennial,* a color filmstrip to help teachers select ideas for classroom use. It presents a myriad of ideas crossing all grade levels and disciplines. The filmstrip runs 10 minutes, has 80 frames, and comes with a leader's guide and cassette tape. Also included is a printed booklet of Bicentennial Unit Plans with objectives, procedures, and resources for 10 topics. It may be purchased for $16 (stock # 1956-3-OD) from NEA Order Department, The Academic Building, Saw Mill Road, West Haven, CT 06516.



REEXAMINING THE CARDINAL PRINCIPLES OF EDUCATION is the subject of an NEA Center session that is part of NEA's Bicentennial effort. Here Harold Shane, professor of education, Indiana University, director of the reexamination, leads the discussion with some 20 distinguished scholars. Leaders from various fields, teachers, and youths will be interviewed on their views of the essential elements of education in a global society. Two publications may result from the reexamination effort, the first to be published, as an insert, in the September-October 1976 issue of "Today's Education."

The AMERICAN TEACHER Enters the BICENTENNIAL YEAR

State and local teachers associations around the nation are taking part in America's Bicentennial commemoration. Students in Illinois, with association support, are reenacting the Lewis and Clark expedition. The Michigan Education Association held a Bicentennial workshop. The Kenosha, Wisconsin, association has endorsed the *My America* contest as a top priority. Many states are promoting the NEA Teachers' Bicenntennial essay contest in their publications.

This and the following pages show, as examples, association-sponsored Bicentennial activities in Massachusetts, North Dakota, Pennsylvania, and Ohio.

Eric Sevareid, CBS news commentator, urges a return to "hard thinking and real intellectualism."

PENNSYLVANIA EDUCATORS: "DO FEWER THINGS BETTER"

HERSHEY, PA.—The Pennsylvania State Education Association's salute to America's 200th birthday—PSEA Bicentennial Educational Symposium—has been cited by the American Revolution Bicentennial Administration and is considered one of the most unique undertakings by a state education association during the Bicentennial year.

The three-day conference, held here October 30-November 1, was funded in part by a $15,000 grant from the Pennsylvania Bicentennial Commission, which also officially endorsed the symposium.

The symposium brought together a distinguished group of individuals from government, education, industry, and the media who focused on the past, present, and future of education. A common bit of advice most speakers offered was to try doing "a few things better" and "get away from copying models from industry and the private sector."

The distinguished symposium participants included John Thompson, secretary general, World Confederation of Organizations of the Teaching Profession; Fred Hechinger, editorial board, the *New York Times;* James O'Toole, Center for Futures Research, Graduate School of Business Administration, University of Southern California; and Eric Sevareid, CBS news commentator.

Also addressing the symposium were Henry Steele Commager, noted educational philosopher; Marina Whitman, distinguished public service professor of economics, University of Pittsburgh; and James G. Affleck, president of American Cyanamid Co.

Sevareid warned that America "must return to hard thinking and real intellectualism or it will eventually sink." He deplored the "youth cult" and its surface knowledge.

O'Toole said no single institution—not even one as important as schools—is an adequate vehicle in itself for reshaping society. "Starting with Horace Mann's attempts to use education as the means to remaking America into a classless society, reformers have increasingly looked to the schools to achieve all sorts of social change," he said. "It is now being widely recognized that schools have been expected to accomplish too much and, consequently, have ended up achieving too little."

PSEA President Joseph D'Andrea, who formulated the symposium idea, said of the sessions: "This PSEA project is the most ambitious of its kind in the nation and it seems fitting that teachers are taking the initiative to bring the community together to discuss where we are going with education in the years ahead."

MASSACHUSETTS
BICENTENNIAL ON WHEELS

Schools throughout the state are being visited this year by the Massachusetts Teachers Association Bicentennial on Wheels, a 32-foot vehicle that serves as a traveling exhibit. Included are artifacts and documents relating to early days of Massachusetts history. The project was developed by MTA with the cooperation of the state's Bicentennial commission and Secretary of State Paul H. Guzzi.

NORTH DAKOTA
GRAND FORKS TEACHERS SAY IT WITH MUSIC

GRAND FORKS, N.D.—Public-relations conscious Grand Forks Education Association kicked off the Bicentennial school year with the production of the Broadway musical "1776" to rave reviews and turn-away crowds.

Local teachers, who only last spring were touted in the local press as wild-eyed radicals for their negotiations activities (mass meetings, store boycotts, etc.) are now viewed by the community as exemplary models with whom to entrust the education of their children—mainly because of GFEA members' brilliant performances in a stage play that dramatized the story of the men and women who gave our country its great beginnings.

According to Rick Brown, GFEA president, the idea for "1776" began a year ago in a conversation with GFEA leaders. "I came to the conclusion there had to be other ways of drawing public attention to the teachers of Grand Forks," Brown said. "The idea of using the vast and varied talents of our 488 teacher members concluded with the determination to successfully produce a broadway musical. The idea worked."

Brown continued, "Because Grand Forks is very appreciative of the arts, and because we had decided to donate all profits to the United Fund, we knew that we could make money. GFEA had enough money to produce the show, but we wanted to get as much of the community into the act as possible. So we contacted seven local businesses and they agreed to give us $500 each that we would repay if possible."

"1776" grossed $6,500 in five performances; $3,500 was needed to pay production costs, and $3,000 went to the United Fund.

"Except for four consultants, everyone involved in the production is a member of UTP and we made sure that everyone who saw the show knew this," Brown said.

Jefferson listens as Adams and Franklin argue deletion of the anti-slavery clause in the Declaration of Independence. North Dakota teachers play the roles.

OHIO
76 CLASSROOM IDEAS FOR 1976

Thousands of copies of the booklet shown below have been distributed by the Ohio Education Association. Created by OEA's ad hoc committee on the Bicentennial celebration, the booklet includes suggestions designed to extend values of the past into the future, to share American traditions with others, and to rediscover and honor people and events from America's past.

1976

JANUARY

ON THIS DAY IN 1845—Ella Flagg [Young] born in Buffalo, N.Y. She becomes an activist for women's rights and first woman president of NEA.

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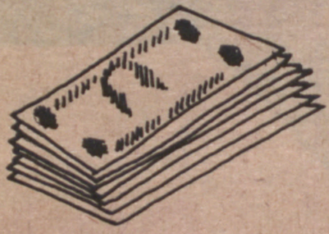
FEBRUARY

ON THIS DAY IN 1947—NEA Executive Committee, saying "group action is essential today," recommends that teacher associations begin to negotiate salaries.



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MAY

ON THIS DAY IN 1967—NEA membership first exceeds one million, hitting 1,028,456.

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JUNE

ON THIS DAY IN 1896—Georgia teachers adopt the nation's first educators' Code of Ethics.

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SEPTEMBER

ON THIS DAY IN 1802—America's first school strike—Thomas Peugh refuses to unlock his rural schoolhouse north of Cincinnati until the school committee increases his leave time.

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OCTOBER

ON THIS DAY IN 1943—NEA Defense Commission decides to accept money for legal support of Kate Frank, Muskogee, Okla., teacher leader fired for association activities. The Kate Frank fund was the precursor of NEA's DuShane Emergency Fund for Teacher Rights.

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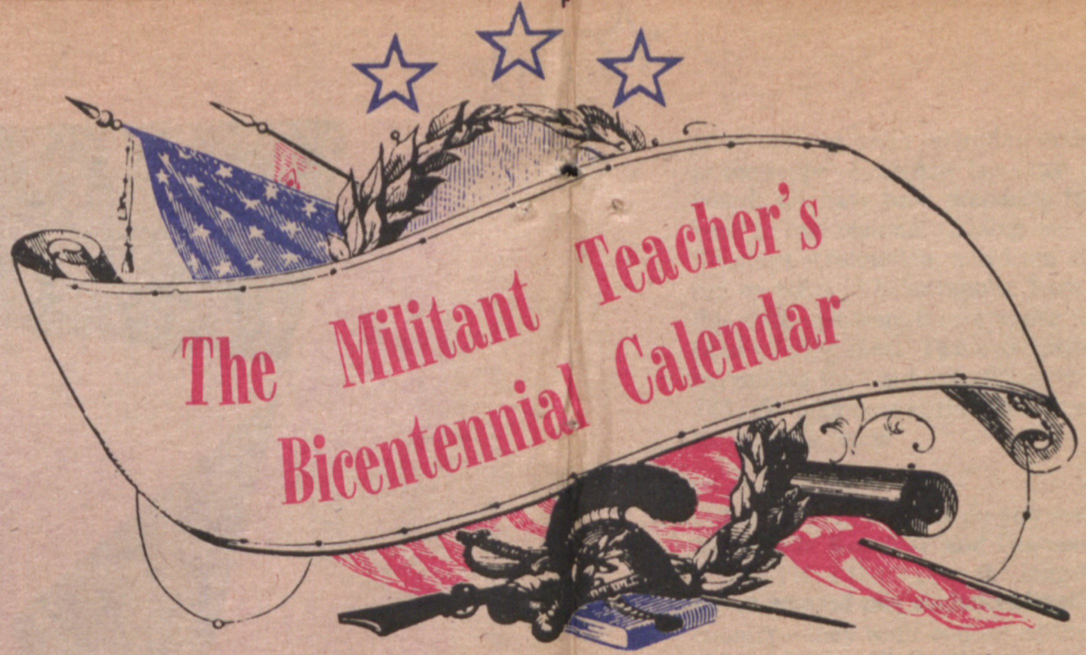

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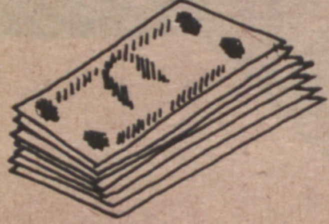

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MARCH

ON THIS DAY IN 1944—Oregon Education Association votes to become the first fully unified state affiliate of NEA.

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JULY

ON THIS DAY IN 1917—NEA Board elects J. W. Crabtree as executive secretary and moves Association headquarters to Washington, D.C.

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17	18	19	★	21	22	23
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NOVEMBER

ON THIS DAY IN 1903—J. R. E. Lee issues a call for black teachers to form a national organization. Later called the American Teachers Association, it merged with NEA in 1966.

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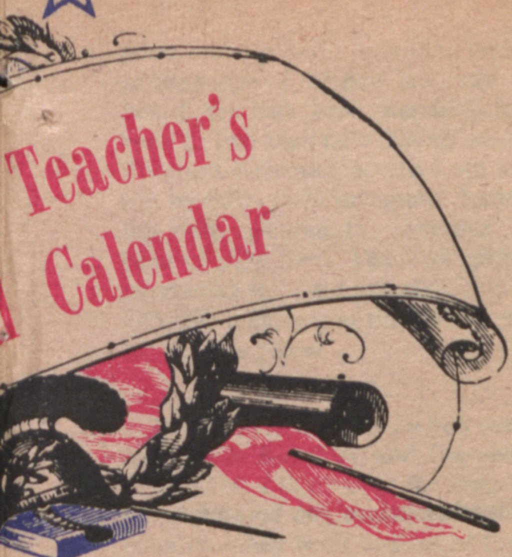

NEA GOALS, 1976

An Independent, United Teaching Profession
Professional Excellence
Economic and Professional Security for All Educators
Significant Legislative Support for Public Education
Human and Civil Rights in Education
Leadership in Solving Social Problems

MARCH

ON THIS DAY IN 1944— Oregon Education Association votes to become the first fully unified state affiliate of NEA.

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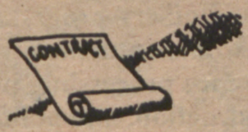
APRIL

ON THIS DAY IN 1963— First negotiated teacher-school board contract signed (between Norwalk, Conn., Teachers Association and the Norwalk board).



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JULY

ON THIS DAY IN 1917— NEA Board elects J. W. Crabtree as executive secretary and moves Association headquarters to Washington, D.C.

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AUGUST

ON THIS DAY IN 1857— "Practical teachers" assemble in Philadelphia to form the National Teachers Association, later named the National Education Association.

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NOVEMBER

ON THIS DAY IN 1903— J. R. E. Lee issues a call for black teachers to form a national organization. Later called the American Teachers Association, it merged with NEA in 1966.

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DECEMBER

THIS WEEK IN 1921— NEA co-sponsors first American Education Week.

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People in the News

nea reporter INTERVIEWS

The 1000th Uniserv Staffer

Begun in 1970, the UniServ program places skilled staff workers—women and men with expertise in bargaining, grievance processing, public relations, improvement of instruction, and political action—at the service of teachers in local associations around the nation. This year the number of UniServ staffers exceeded 1,000. Helen Bell Smith was number 1,000.

The 1000th staff person recruited for the united teaching profession's UniServ program, Helen Bell Smith serves San Juan and Folsom-Cordova local associations near Sacramento, California.

REPORTER: Were you a teacher before you became a UniServ representative?

SMITH: Yes, indeed. Before I came to California, I taught 18 years, the last 11 in Peoria, Illinois, as a junior high English teacher and also as a fifth grade teacher. Before that I taught in Denver, in Dayton, Ohio, in Columbus, Ohio, and in Houston, Texas.

REPORTER: How and when did you become involved in teacher association activities?

SMITH: When I began teaching in Peoria—more than ten years ago—I was appalled at the conditions. Teachers had absolutely no rights, no communication with the school administration, no power to choose their own curriculum materials or textbooks. The local association was a "tea and cookies" organization. I had come from Denver, where the association was very active, so I decided to get involved. I spoke out at a faculty meeting, and after that I was named building representative for the association. I found that teachers were interested in moving and improving the association, so I dug in to make the association stronger, and I'm proud that it is a strong association today.

REPORTER: How did you become a UniServ staffer?

SMITH: The idea was first suggested to me by the UniServ director I worked closely with in Peoria. At that time I was chairing our grievance committee and later became chief negotiator. The UniServ man said to me, Helen, you should do this full time, you're good at it. Soon after that I was one of the first persons to take part in the Illinois Education Association's women's intern program—so I became one of the first persons in the state to receive some training. I started working as a part-time staff person, working with the Peoria association and other locals. And that resulted in my applying for a full-time UniServ job in August 1975. I wanted to come to California, so I scanned all the notices of UniServ vacancies, and this position in San Juan and Folsom-Cordova was the first that opened in this state. There were 54 applicants for the position—I keep pinching myself and saying, "I got this job!"

REPORTER: How large is the Folsom-Cordova area?

SMITH: Folsom-Cordova has some 20 schools and about 520 certificated people—with about 10,000 students in the two suburbs combined. Mainly it is a middle-class population. I am the assistant UniServ director here; Bill Haney is the director, so there are two of us to serve area teachers.

REPORTER: What is the bargaining status of the associations here?

SMITH: Both of the locals in this UniServ district negotiate board policy—they don't call it a contract, although it is really sophisticated enough to be labeled one. We negotiate under the outgoing Winton Act, which sets up certificated employees councils. But our big thrust right now is our planning for a representation election and for bargaining under the new state law—SB 160—which really means that we have a new ball game in California. Part of this law goes into effect April 1—when we will have an election to determine the exclusive bargaining agent. We anticipate having a bargaining election in Folsom-Cordova, and we anticipate winning it.

REPORTER: When will bargaining actually begin?

SMITH: On July 1, 1976, the Winton Act is completely

gone, and we begin operating under SB 160. Then everything in the scope of the new law must be negotiated by the school board. We have been preparing for that time already. I've been to two regional training sessions run by the California Teachers Association, and I am scheduled to attend another run by NEA in Minneapolis. I am confident that teachers in this state will want the expertise that CTA and NEA have been offering them. Teachers know that we have been doing the bargaining for California teachers all along—we have over 145,000 members in the state now, compared to about 35,000 for the federation.

REPORTER: What do you see as the long-term goals of teachers in San Juan and Folsom-Cardova?

SMITH: I think over the long term, the teachers here have the same goal that organized teachers have all over the country—they want control of their profession. They feel that they are the experts—that they have a right to be the determining agent in curriculum and textbook selection and in other programs.

We are looking forward to the time when we have teams of teachers in each school building—where it is not the principal who looks upon himself as the master of teachers and who tells teachers what to do. Teachers want to share in decision-making. I think we are moving in this direction and getting stronger all the time.

REPORTER: Will teachers in this area be politically active in this election year?

SMITH: I think that California teachers are quite sophisticated about this, and that teachers here are ready for an endorsement for President. I'm sure we will have NEA delegates from here who will participate in that decision. The concept of voting for "education first" candidates is not a radical concept here.

"I don't think it would be possible to accomplish the goals we have set for ourselves as organized teachers—for example, to get schools fully funded, to have first-rate programs, and first-rate salaries for teachers—without a UniServ program."

REPORTER: What do you think the UniServ program means to teachers?

SMITH: When I was a teacher and a local association president, the program had a lot of meaning for me. In Peoria, we had one thousand members and no local staff help. I was teaching full time and running our local association full time—60 hours a week would have been a short week. I was absolutely exhausted at the end of my presidency. Needless to say, one of the goals of my administration was to accomplish the hiring of a UniServ director for Peoria. I was very aware that if we were going to become a sophisticated, grown-up organization we had to have full-time staff—on the job all the time—someone who had expertise in research and negotiation and who could help train teachers in these skills.

I don't think it would be possible to accomplish the goals we have set for ourselves as organized teachers—for example, to get schools fully funded to have first-rate programs and first-rate salaries for teachers—without a UniServ program. There just wouldn't be enough hours in the day.

REPORTER: What does the UniServ program mean to you—why did you want to be part of it?

SMITH: One of the reasons that I chose UniServ work for my second career—now that my children are grown and I'm free to do what I want—is that I feel that teachers are probably the most unappreciated professionals in our country. I don't think that the average person understands the skill that it takes to be a fine classroom teacher. And I'm not sure that Americans realize how many frustrated classroom teachers there are.

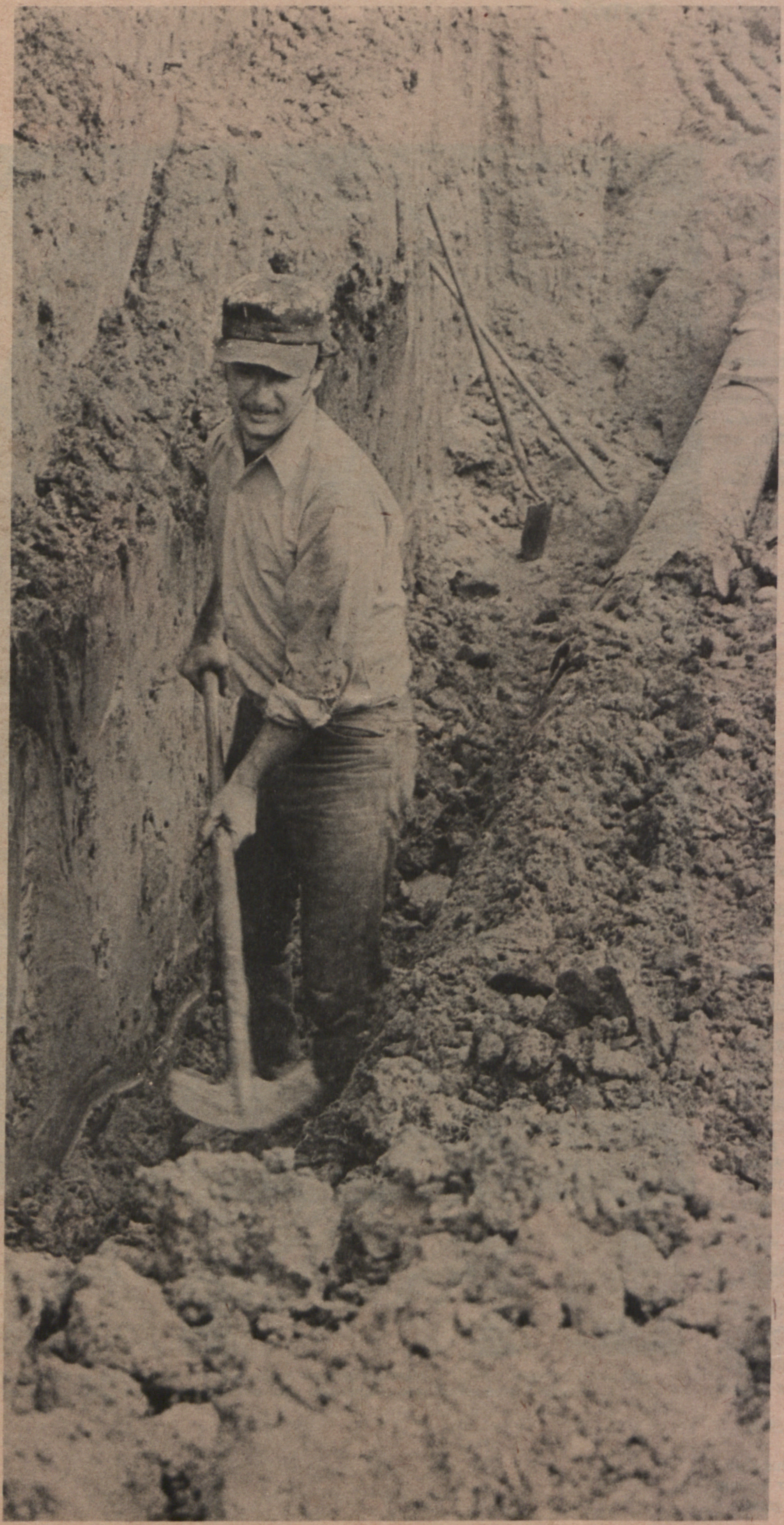
Because I have such respect for teachers and for what they are doing, I really enjoy representing them. Whenever we win a grievance, or we make some little gain, it gives me great satisfaction.

"I feel that teachers are probably the most unappreciated professionals in our country. I don't think that the average person understands the skill that it takes to be a fine classroom teacher."

"Teachers here have the same goal that organized teachers have all over the country—they want control of their profession. They feel that they are the experts."

"You Get Committed

Fired by the school board, South Point, Ohio, teachers tell what it's like to make a living while fighting to get their jobs back.



Association members in South Point, Ohio, have been fighting since last spring to restore quality education to their community. They won a significant victory in November (see story at right), but their struggle has meant many sacrifices. Their story, reprinted here from *Ohio Schools* in edited form, tells of their dedication and courage.

SOUTH POINT, OHIO—Each day when ditch digger Tom Beard scrapes the mud off his boots and looks at his calloused hands, his mind wanders to the three jobs in education he turned down last summer.

A school job looks attractive to him when compared to the daily routine of driving from his home here each morning across the Ohio River to climb into a muddy ditch.

But to Beard, a man with two masters degrees and 15 years as a teacher, principal and guidance counselor, accepting one of those jobs last summer would have been a cop out.

Instead, he, like many other members of the South Point Association of Classroom Teachers (SPACT), has decided to take on temporary

Loretta Bias, having had her plans for retirement shattered by the South Point crisis, now earns a small income babysitting.

Tom Beard, a man with two master's degrees and 15 years experience as a teacher, principal, and guidance counselor, now digs ditches.

and You Just Can't Back Off"

employment and fight to get his regular job back.

"You get committed to a thing and you just can't back off and quit before it's over," Beard told *Ohio Schools*. "I had to turn down those other jobs. I just couldn't leave this fight. That's why I'm digging ditches."

Beard is one of 82 teachers who were fired last spring for staging a walkout after the South Point school board refused to negotiate in good faith with SPACT. Shortly after the walkout began, the board announced it was invoking the Ferguson Act and fired the 82 teachers who comprised more than two-thirds of the district's teaching staff. The firings precipitated Ohio's longest teacher-board crisis.

Beard said he and his wife Priscilla, who also lost her South Point teaching job as a result of the strike, have been able to get by so far by digging into their savings and by cashing insurance policies.

"It's been rough on the family," he said. "But we've gone on austerity programs before. This time we've been on one since May."

American and Ohio history teacher John Sherman said he was near financial ruin when he finally found some work.

"It's been rough, awful rough," commented Sherman. "You've got house payments, you've got car payments . . . it's rough."

He said the money crunch began to hit him soon after he received his final paycheck from the South Point schools.

"My neighbor got me into some odd job painting," he said. "It wasn't much . . . just enough to keep from losing the house and the car."

Since then, Sherman has found a job as a day care supervisor at the nearby Ohio Youth Rehabilitation Center, which he describes as a "pretty rough place," but is at least a source of steady income.

Sherman considers being fired a bitter pill to swallow, especially since he chose to devote his life to teaching rather than pursue what could have been a more lucrative career.

"I could have gone to industry," he said. "But I chose to stay right here for $8,500 because it's home and it's what I like to do. Teaching is something I enjoy and now it's been taken away from me."

Sherman said the ordeal has been tough on him, but tougher on his family.

"It puts a lot of strain on your family," he said. "You go to the store and sometimes people say something that hurts your wife's feelings."

Some other SPACT members, such as Gene Smith, a business and auto mechanics theory teacher, haven't been able to find steady work and have been without a regular paycheck for five months.

"It's been hungry," Smith told *Ohio Schools*. "I've taken on some odd jobs on cars or around people's houses. Last week I put in a couple of windows for someone . . . that kind of thing," said Smith.

But he admitted the odd jobs were not bringing in nearly what was needed to support a wife and two children. He said he had hoped to have his wife return to teaching in a neighboring school district this year to help out, but found she had to take some college work to update her teaching certificate and has had to dip into savings to pay for that.

Loretta Bias, a 14-year teaching veteran only six years from retirement eligibility, was without work all summer, but began earning a little money in September by babysitting for a Kentucky teacher.

"Since I am a widow with no other source of income, I had to begin to draw on my savings," she said. "Since I was geared up for retirement soon, I feel this whole thing has disrupted my life."

Fifth grade teacher Les York, who became president of SPACT during the strike, has been able to keep food on his family's table by carrying mail for the U.S. Postal Service, a job that several years ago helped him get through college.

The 12th of 16 children, York's road to becoming a teacher was not an easy one. He made it six years ago after working his way through college at an assortment of jobs, including carrying mail and a stint in a steel mill.

"Becoming a teacher is just what I always wanted to do," he told *Ohio Schools*. "It's something I think I have a talent for and I enjoy it. Now it's taken away from me and I don't like it."

High school biology teacher Beverly Lynd

(Continued on next page)

Beverly Lynd, who sold peaches in front of her home this fall, has found that being without a job "undermines your whole sense of security."

SPACT President Les York provides for his family during the crisis by delivering mail for the U.S. Postal Service.

South Point Elects Pro-Teacher Board; AFT Shuts Down Campaign To Organize Strikebreakers

SOUTH POINT, OHIO—On November 4 a successful political action campaign by the South Point Association of Classroom Teachers resulted in the election of two new school board members who had run on a platform seeking reinstatement of the 82 fired teachers. The board is now 3-to-2 pro-teacher; it was 4-to-1 anti-teacher before the election. The new board members take their seats in January, and the old board has suspended teacher dismissal hearings until then, while "temporary" replacements continue to staff classrooms.

Meanwhile, an AFT organizer had moved to undercut the embattled strikers' efforts by organizing the strikebreakers who took their jobs. AFT field representative Chuck De Grove, who organized the strikebreakers into Local 3512, AFT, AFL-CIO, appeared on local television on November 25, stating, "The point about whether the old teachers are back teaching in South Point doesn't really concern us. Our concern will be and has been that the people who are presently working for the board will continue to work for the Board."

The Ohio Education Association and the South Point Association of Classroom Teachers expressed amazement that a supposed trade organization like OFT/AFT would condone and encourage an action like strikebreaking. The story received considerable attention from OEA and NEA. Then, on December 2, AFT President Albert Shanker, citing "a mix-up in communications," notified association leaders that AFT had withdrawn support for the South Point effort. Stating clear opposition to what had happened, Shanker noted that an AFT expression of "readiness to lend assistance to the Ohio Federation of Teachers was interpreted as urging a drive in South Point rather than in another district."

NEA President John Ryor commented, "OEA and NEA continue to make every effort to defeat attempts to destroy the livelihood and professional careers of 82 fired teachers in South Point, Ohio. We will continue this fight until decency is restored to education in South Point."

South Point Teachers Stand Firm

(Continued from preceding page)

hasn't found another job, but she's made some adjustments in the way she lives to cope with the problem of being out of work.

Divorced and the only supporter of two children at home, Lynd was forced to cash her insurance policies to get the money she needed to keep going.

She did a lot of canning in preparation for the winter and picked peaches which she sold in front of her home. Then she brought an old wood-burning stove into her living room—a move she hopes will help save on fuel costs this winter.

But she admits that finding herself without an income has been a difficult experience to adjust to.

"It was pretty shattering at first," she said. "Being without a job undermines your whole sense of security. You lose your hospitalization, your retirement, and to some degree your identity."

It took Lynd 18 years of taking courses around raising a family to get her degree and become a teacher.

"I had to write all my papers from midnight to four in the morning," she recalled.

Not every SPACT member has suffered severe financial hardships as a result of being fired.

Five-year veteran social studies teacher and coach Jack Nelson said he was doing as well or better moneywise as a brick layer as he would be doing as a teacher.

"I had to work my way through college and I'm used to manual labor," said Nelson, who had become a member of the bricklayer's union the previous summer.

Nevertheless, he's rankled that his career as a teacher has been interrupted.

"We've lived in fear and intimidation and have walked on eggs long enough. That's no way to teach or to learn."

"Right now I'm doing some work in an Ironton high school," he said. "Every now and then you see a kid and you're reminded—and you don't like it.

"I talk to a lot of them" he said. "They always want to know when we're coming back. They seem to feel that the whole thing is a joke and they're in limbo . . . like it's playtime."

He said he knows of several senior students who are disgusted with the current situation at their school and are preparing to graduate at mid-year in order to get out.

A long-time resident of South Point, Nelson said he had babysat some of the students he eventually had as a teacher in the South Point schools.

"You get the feeling they're your kids and all this doesn't sit very well at all," he said.

But despite his despair over being tossed out of teaching, Nelson said if the clock were turned back to May 5—the day the strike began—he'd do it all again.

"There's no doubt about it," he said. "This situation just has to be remedied. The buck has to stop here. We've lived in fear and intimidation and have walked on eggs long enough. That's no way to teach or to learn."

Every SPACT member interviewed by *Ohio Schools* echoed Nelson's sentiments.

"I think we were right and I'd do it again," commented John Sherman.

SPACT President York said he's willing to take the battle as far as necessary, including to the Supreme Court, if that's what it takes to get an equitable settlement. "I have pride in myself," he said. "I'll fight it all the way."

"I certainly would do it again," said Beverly Lynd. "I felt we were right." She said SPACT must continue the fight as long as necessary "no matter what we may lose."

"Unity" Theme Unmasked

NEW YORK UNION LEADERS VOTE TO BOLT NEA

SYRACUSE, N.Y. — After years of crying "unity," leaders of New York State United Teachers voted here on November 22 to move ahead with plans to disaffiliate from NEA.

The counter-unity action came despite a clear statement by NEA President John Ryor that NEA "very much wants New York teachers to remain part of NEA."

NYSUT's board of directors approved by 52 to 6 with one abstention a two-part resolution to delete all mention of NEA from the NYSUT constitution and to take an informal poll of NYSUT members to determine how they feel about NEA affiliation. The constitutional change would become effective in March if approved at that time by two-thirds vote of NYSUT's delegate assembly.

Meeting with the NYSUT board here before the vote, Ryor noted that NYSUT leaders had asked him not to "interfere" in the affiliate's internal affairs by urging board members to vote one way or the other. However, exclaimed Ryor, "I don't feel that urging the survival of teacher unity in New York state is interference in your internal affairs."

"The stakes are too high," he added, "the consequences too important to the 200,000 teacher members in New York for me as NEA president to do anything less than tell you, once and for all, that I very much want New York teachers to remain part of NEA."

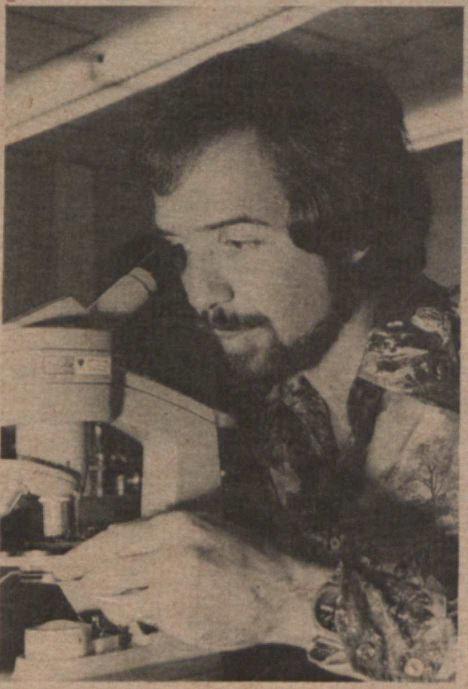
Ryor acknowledged the seriousness of past problems and stated that "I would be kidding you today if I did not clearly state that these problems continue." He asserted that "the heart of the problem is that NEA has inadequate visibility among New York teachers," noting that "when I read NYSUT publications, I perceive a deep sense of alienation from NEA." That, he explained, is why NEA proposed a major service and communications project in New York, as it plans in several other states. The program would include a local service program designed to help expand political action at the local level; direct service to locals which most need it in such areas as instruction, leadership training, and research; and a visibility program through direct mailings to local leaders and through the mass media.

The lack of NEA visibility in New York was pointed up at a meeting of NEA's Board of Directors in Washington, D.C., last February, and the Board directed NEA staff to take appropriate steps to see that the actions and policies of NEA are accurately presented in the state.

The "NEA in New York Project" was formally proposed to NYSUT at an October 28 meeting at which Ryor requested NYSUT's full participation and cooperation. The program was cited as a major bone of contention in a subsequent NYSUT communication to NEA saying that the NYSUT executive committee had decided to present to the NYSUT board a constitutional amendment that would facilitate disaffiliation. Ryor pointed out during the NYSUT board meeting here that NEA is quite willing to negotiate how the program is handled, assuming that the basic service and communications components are retained.

Ryor also stated that NEA hoped NYSUT would not take this step, but that whatever happened, NEA intended to remain a presence in New York state, assisting teachers in organizing a new NEA affiliate here if necessary.

Bearded Instructor Reinstated in Texas by Court Action



Biology Instructor Hander

SAN JACINTO, TEXAS—The U.S. Court of Appeals, Fifth Circuit, recently held unconstitutional a junior college's mid-contract dismissal here of an instructor who refused to shave his beard.

With financial support and interest-free loans provided by NEA's DuShane Emergency Fund, biology instructor Lecil Hander initiated a federal court action in 1971 seeking reinstatement, back pay, and a permanent injunction against continued enforcement of a faculty grooming regulation established in December 1970.

Alleging violation of his due process and equal protection Fourteenth Amendment rights, Hander asserted the regulation was designed to implement the personal tastes of the college administrators and bore no relation to their statutory authority to manage the college.

Hander won reinstatement, more than $11,000 in back pay, and $5,122.50 in attorney's fees.

Teachers in New Bedford Seek Contributions for $337,000 Fine

NEW BEDFORD, MASS.—Teachers here—nineteen of them jailed during a strike last fall—are asking educators around the nation to help them pay a $337,000 fine levied by a state court. The fine was originally set at $1.5 million, but was later reduced by the court. (A REPORTER story saying the fine was "set aside" was in error.)

The New Bedford Educators Assocation called the strike in September after trying for 10 fruitless months to bargain with the school committee. After the month-long strike NBEA won a contract that includes a salary increase for classroom teachers, an improved seniority clause, arbitrability on class size, plus salary raises for part-time teachers and for coaches and extracurricular personnel.

Those wishing to share the cost of the $337,000 fine may do so by contributing to the Bay State Teachers Trust, P.O. Box 6035, Boston, Mass. 02209.

Celebrate the Bicentennial on an NEA "Spirit of '76" Tour.

Blend Travel and Learning on an Association-Sponsored Spring Tour.

Please refer to the GENERAL INFORMATION section for rules and regulations applicable to tours/flights.

EASTER IN HAWAII (HE) (ONE ISLAND)
Apr. 13-20, 1976
$399 from San Francisco, Los Angeles, Portland, Seattle (NOTE: West Coast passengers will arrive home on the 19th)
$449 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis
$499 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile
$525 from Atlanta, Buffalo, Charlotte, Jacksonville
$549 from Albany, Baltimore, Boston, Harrisburg, New York, Hartford, Philadelphia, Washington, D.C.
Fares based on GIT Airfare
PRICE VARIATIONS:
Single-room supplement: $80 additional
Triple-room reduction: $10 per person
Child (2 thru 11) reduction: $100 per child
HIGHLIGHTS:
Flower lei greeting on arrival; Honolulu and Mt. Tantalus tour; special orientation briefing; complimentary flight bag.
TOUR FEATURES:
• Round-trip transportation via Northwest Orient Airlines and connecting carriers where necessary • 7 nights at the Sheraton Princess Kaiulani Hotel • Round-trip transfers between airport and hotel • Tips to escorts/drivers • Handling and tips for 2 pieces of luggage

EASTER IN EL SALVADOR (EL-1,2)
EL-1 Apr. 9-16, 1976 from Washington, D.C.
EL-2 Apr. 16-23, 1976 from New York
$299 plus 15% tax and service, based on affinity charter airfare
Single Supplement: $50
HIGHLIGHTS:
Half-day sightseeing tour of San Salvador, the capital; hospitality desk at hotel; farewell banquet.
TOUR FEATURES:
• Round-trip transportation on Pan American World Airways 707 jet • Deluxe accommodations at the Sheraton San Salvador • Full American breakfast daily; optional dining plan providing 6 complete dinners —$35 • Round-trip transfers between airport and hotel • Tips and gratuities in connection with scheduled activities

SPRING HOLIDAY IN JAMAICA (FJ-1,2)
FJ-1 Feb. 7-14, 1976 and Apr. 17-24, 1976
$369 plus 15% tax and service from Boston, based on affinity charter airfare
FJ-2 Feb. 14-21, 1976
$349 plus 15% tax and service from Hartford, based on affinity charter airfare
Single Supplement: $90
HIGHLIGHTS:
Rum swizzle party; hospitality desk in hotel lobby.
TOUR FEATURES:
• Round-trip transportation via Trans International Airlines DC-8 • Deluxe accommodations at the Rose Hall Intercontinental • Optional meal plan providing 5 full American breakfasts and 5 gourmet dinners —$69 • All transfers and baggage handling • All taxes and tipping

DUBROVNIK AND MUNICH (EDM-1,2)
EDM-1 Apr. 10-18, 1976
EDM-2 Apr. 17-25, 1976
$625 from New York
Fare based on GIT Airfare—IT5LH105E
Single Supplement: $49
HIGHLIGHTS:
Half-day sightseeing tours in Dubrovnik and Munich.
TOUR FEATURES:
• Round-trip jet transportation via Lufthansa and other IATA carriers • First-class accommodations for 3 nights in Dubrovnik and 4 nights in Munich, based on double occupancy • Continental breakfast daily • Round-trip transfers between airports and hotels in Dubrovnik and Munich

ISTANBUL (EIT)
Apr. 19-27, 1976
$359 plus 15% tax and service plus $4 departure tax from New York,based on affinity charter airfare
Single Supplement: $79
HIGHLIGHTS:
Half-day motorcoach sightseeing tour of Istanbul; one-hour cruise on the Bosporus; walking tour of the Grand Covered Bazaar; show of Turkish fashions; afternoon of Turkish music; special shopping discounts; services of a tour host; map and guide to Istanbul upon arrival.
TOUR FEATURES:
• Round-trip transportation via Trans International Airlines • Accommodations in deluxe Buyuk Tarabya Hotel, based on double occupancy • Breakfast each morning consisting of Turkish coffee and rolls • Round-trip transfers between airport and hotel • Porterage for one medium-sized suitcase per person

EASTER IN HAWAII (HEI) (TWO ISLANDS)
Apr. 13-20, 1976
$449 from San Francisco, Los Angeles, Portland, Seattle (NOTE: West Coast passengers will arrive home on the 19th)
$485 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis.
$539 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile
$559 from Atlanta, Buffalo, Charlotte, Jacksonville
$585 from Albany, Baltimore, Boston, Harrisburg, Hartford, New York, Philadelphia, Washington, D.C.
Fares based on GIT Airfare
PRICE VARIATIONS:
Single-room supplement: $90 additional
Triple-room reduction: $10 per person
Child (2 thru 11) reduction: $100 per child
HIGHLIGHTS:
Flower lei greeting on arrival; special orientation briefing; Honolulu and Mt. Tantalus tour; complimentary flight bag.
TOUR FEATURES:
• Round-trip transportation via Northwest Orient Airlines and connecting carriers where necessary. Inter-island air transportation included • 4 nights at the Sheraton Princess Kaiulani Hotel, and 3 nights at Kauai Islander Inn • Round-trip transfers between airports and hotels • Tips to escorts/drivers • Handling and tips for 2 pieces of luggage

APRIL IN PARIS (EPF-1,2)
EPF-1 Apr. 10-18, 1976
EPF-2 Apr. 17-25, 1976
$584 from New York
Fare based on GIT Airfare—IT5AI1671
Single Supplement: $65
TOUR FEATURES:
• Round-trip jet transportation via Air India 747 jet • Accommodations for 7 nights at Hotel France et Choiseul • Continental breakfast daily • Round-trip transfers between airport and hotel • Porterage for one suitcase per person, limited to 44 pounds

RENDEZVOUS IN RIO (RBE)
Apr. 10-18, 1976
$499 plus $43 tax and service from New York, based on affinity charter airfare
Single Supplement: $85
HIGHLIGHTS:
Half-day sightseeing tour of Rio by motorcoach, with English-speaking guide; a visit to a gem-cutting factory; a map of Rio furnished upon arrival at hotel; hospitality desk at hotel; welcome briefing; all U.S. and Brazilian departure taxes included.
TOUR FEATURES:
• Round-trip transportation via Braniff International DC-8 • Deluxe accommodations at the Sheraton-Rio Hotel • Seven Brazilian breakfasts • Round-trip transfers between airport and hotel • Baggage handling and tipping at airport and hotel (44 pounds max.)

ANDES AND THE LOCKS (COLOMBIA AND PANAMA) (CPE-1,2)
CPE-1 Apr. 11-18, 1976
CPE-2 Apr. 18-25, 1976
$539 from Miami
$650 from New York and Washington, D.C.
$741 from Chicago
$748 from Los Angeles
Fares based on GIT Airfare—IT5BN1NEA5
Single Supplement: $75
HIGHLIGHTS:
Tour of the city of Bogotá, including the House of Bolivar, Monserrate Shrine, the Colonial district, and the Gold Museum. From Bogotá, panoramic tour across the Andes to Fusagasuga and return; visits to Santo Domingo and Santa Clara. In Panama City see St. Joseph's Church, the Presidential Palace, residential areas and the Miraflores Locks. Tour (by launch) to Toboga Island.
TOUR FEATURES:
• Round-trip jet transportation via Braniff International Airlines • First-class hotel accommodations, based on twin-bed occupancy • Four lunches and seven Continental breakfasts • Round-trip transfers.

SPRING HOLIDAY IN THE CANARY ISLANDS (FCI)
Feb. 13-21, 1976 and Apr. 16-24, 1976
$329 plus 15% tax and service from Boston, based on affinity charter airfare
Single Supplement: $70
HIGHLIGHTS:
Half-day sightseeing tour of Puerto de la Cruz, welcome sangria party; hospitality desk in hotel lobby.
TOUR FEATURES:
• Round-trip transportation on Trans International Airlines DC-8 jet • Deluxe accommodations at the Interpalace Eurotel • Optional meal plan providing 7 Continental breakfasts and 5 dinners — $30 • All transfers and baggage handling • All taxes and tipping

Send application to: **NEA Educational Travel**
1201 16th Street, N.W. Washington, D.C. 20036 MV

Deposit of $100 per person is required for reservation.
There is a $15 cancellation fee on all reservations cancelled.

Please reserve.........spaces on.............................departing on....................
(code no. of tour/flight) (date)

from...Enclosed is a deposit of $..........

NAME(s)...
(Please give names and addresses of additional persons on a separate sheet)

ADDRESS...

CITY...................................STATE.............................ZIP...........................

HOME PHONE...................................SCHOOL PHONE...................................

LONDON IN SPRING (ELE-1,2)
ELE-1 Apr. 10-18, 1976
ELE-2 Apr. 17-25, 1976
$489 from New York
Fare based on GIT Airfare—IT5AI1670
Single Supplement: $45
HIGHLIGHTS:
Half-day sightseeing tour of London.
TOUR FEATURES:
• Round-trip air transportation via Air India 747 jet • Accommodations for 7 nights at Hotel Sherlock Holmes • Continental breakfast daily • Round-trip transfers between airport and hotel • Porterage for one suitcase per person, limited to 44 pounds

EASTER IN THE HOLY LAND (EHL)
Apr. 16-25, 1976
$859 from New York
Fare based on GIT Airfare- IT5LY10329MOD
Single Supplement: $72
HIGHLIGHTS:
Easter in Jerusalem, the Holy City; sightseeing includes Jacob's Nazareth via Valley of Jezreel; boat ride on the Sea of Galilee; Capernaum and the Jordan River, overnight stay in Tel Aviv with sightseeing the next day.
TOUR FEATURES:
• Round-trip transportation on KLM Royal Dutch Airlines jet • First-class and deluxe hotels: Intercontinental in Jerusalem; Ayeleth Hashachar in Tiberias; Daniel Towers in Tel Aviv • Continental breakfast and dinner daily • Round-trip transfers between airport and hotels • All taxes, except Israeli and U.S. departure taxes

SPRING IN THE HOLY LANDS (FHL)
Feb. 14-21, 1976
$755 from New York
Fare based on GIT Airfare—IT5AF101SM
Single Supplement: $70
HIGHLIGHTS:
Five days of escorted sightseeing in Israel and Jordan. See the Wailing Wall, Dome of the Rock, Way of the Cross and Garden of Gethsemane in Jerusalem, Greco-Roman ruins of Jerash, Mosque of Abraham in Hebron, Shepherd's Field in Bethlehem.
TOUR FEATURES:
• Round-trip jet transportation via Air France • First-class hotels with private bath, twin basis • Three meals daily, per custom of the country • Round-trip transfers between airports and hotels • Porterage for one piece of luggage • All taxes except Israeli and U.S. departure taxes

GUATEMALAN FESTIVAL (EG)
Apr. 17-25, 1976
$589 plus 15% tax and service from New York
Fare based on GIT Airfare—IT6PA1DCPX
Single Supplement: $72
HIGHLIGHTS:
From Guatemala City, all-day excursion by air to ruins of Tikal; city sightseeing in Guatemala City; excursion by motorcoach to Solola Indian market, continuing to Lake Atitlán and Panajachel; trip by motor launch to Indian village of Santiago de Atitlán; Chichicastenango open-air market; Quezaltenango, San Francisco el Alto, and sightseeing in Antigua.
TOUR FEATURES:
• Round-trip transportation via Pan American World Airways • First-class hotel accommodations, double occupancy • 16 meals • Round-trip transfers between airports and hotels • Tips and gratuities in connection with tour activities and porterage for 1 medium-sized suitcase (44 pounds)

EASTER MOROCCAN HOLIDAY (EMH-1,2)
EMH-1 Apr. 10-18, 1976
EMH-2 Apr. 17-25, 1976
$579 from New York
Fare based on GIT Airfare- IT5BAIA009MOD
Single Supplement: $39
HIGHLIGHTS:
An unusual and stimulating holiday in the mystic and imperial cities of Morocco — Marrakech (3 nights), Fez (2 nights), Casablanca (2 nights) and Meknes (visit). Sightseeing in each city included.
TOUR FEATURES:
• Round-trip transportation on Trans World Airways 707 jet; deluxe motorcoach within Morocco • First-class hotels with private bath based on twin occupancy • Two meals (breakfast and dinner) daily, except in Casablanca where buffet breakfast only is included • Round-trip transfers between airports and hotels including porterage • Taxes and tips except departure tax from Morocco

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GENERAL INFORMATION
All prices, dates, and itineraries are subject to change.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

ELIGIBILITY:
Affinity Charter Airfares: Tours described as "based on affinity charter airfare" are based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA except as described above are ineligible.
GIT Airfares: Tours coded CPE-1,2; EHL, FHL, EMH-1,2: EPF-1,2; ELE-1,2; EG, EDM-1,2, HE and HEI are based on use of the Group Inclusive Tour Basing airfare available to 10 or more persons traveling together on all flights and are available to NEA members, their relatives and friends. Per airline regulations, 25% of the GIT airfare is nonrefundable should the participant cancel 21 days or less before departure.
Cancellations: All cancellations must be received in writing at NEA Educational Travel. There will be a $15 per person cancellation service charge on all reservations cancelled, regardless of reason. In addition to the nonrefundable $15 cancellation fee, certain penalties may apply due to nonrefundable advance payments or commitments made to airlines, hotels, tour operators, etc., as follows: On *affinity charter* tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $15 fee, only if an eligible replacement is provided by the cancelling party; on *GIT* tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations (CPE tours 20% additional penalty on the land cost); on *group affinity* tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline.

AFFINITY CHARTER AIRFARES: Air/Land Cost Data

CODE	AIRLINE	TYPE	CAPACITY	AIRFARE	LAND COST	TOTAL COST
EL-1,2	Pan Am	B-707	180	$155.00	$188.85	$343.85
EC	TIA	DC-8	254	$198.00	$180.35	$378.35
RBE	Braniff	DC-8	150	$351.62	$190.38	$542.00
FCI	TIA	DC-8	254	$198.00	$180.35	$378.35
EJ	TIA	DC-8	254	$140.00	$284.35	$424.35
FJ-1	TIA	DC-8	254	$140.00	$284.35	$424.35
FJ-2	TIA	DC-8	254	$120.00	$281.35	$401.35
EIT	TIA	DC-8	254	$133.32	$276.53	$412.85[1]

[1]Includes $3 NEA administrative charge.

The airfare portion on affinity charters is subject to increase on a *pro rata* basis should the number of participants be fewer than aircraft capacity. There is no administrative fee in the airfare portion on the part of the charterer.

South Point Teachers Stand Firm

(Continued from preceding page)

hasn't found another job, but she's made some adjustments in the way she lives to cope with the problem of being out of work.

Divorced and the only supporter of two children at home, Lynd was forced to cash her insurance policies to get the money she needed to keep going.

She did a lot of canning in preparation for the winter and picked peaches which she sold in front of her home. Then she brought an old wood-burning stove into her living room—a move she hopes will help save on fuel costs this winter.

But she admits that finding herself without an income has been a difficult experience to adjust to.

"It was pretty shattering at first," she said. "Being without a job undermines your whole sense of security. You lose your hospitalization, your retirement, and to some degree your identity."

It took Lynd 18 years of taking courses around raising a family to get her degree and become a teacher.

"I had to write all my papers from midnight to four in the morning," she recalled.

Not every SPACT member has suffered severe financial hardships as a result of being fired.

Five-year veteran social studies teacher and coach Jack Nelson said he was doing as well or better moneywise as a brick layer as he would be doing as a teacher.

"I had to work my way through college and I'm used to manual labor," said Nelson, who had become a member of the bricklayer's union the previous summer.

Nevertheless, he's rankled that his career as a teacher has been interrupted.

"We've lived in fear and intimidation and have walked on eggs long enough. That's no way to teach or to learn."

"Right now I'm doing some work in an Ironton high school," he said. "Every now and then you see a kid and you're reminded—and you don't like it.

"I talk to a lot of them" he said. "They always want to know when we're coming back. They seem to feel that the whole thing is a joke and they're in limbo . . . like it's playtime."

He said he knows of several senior students who are disgusted with the current situation at their school and are preparing to graduate at mid-year in order to get out.

A long-time resident of South Point, Nelson said he had babysat some of the students he eventually had as a teacher in the South Point schools.

"You get the feeling they're your kids and all this doesn't sit very well at all," he said.

But despite his despair over being tossed out of teaching, Nelson said if the clock were turned back to May 5—the day the strike began— he'd do it all again.

"There's no doubt about it," he said. "This situation just has to be remedied. The buck has to stop here. We've lived in fear and intimidation and have walked on eggs long enough. That's no way to teach or to learn."

Every SPACT member interviewed by *Ohio Schools* echoed Nelson's sentiments.

"I think we were right and I'd do it again," commented John Sherman.

SPACT President York said he's willing to take the battle as far as necessary, including to the Supreme Court, if that's what it takes to get an equitable settlement. "I have pride in myself," he said. "I'll fight it all the way."

"I certainly would do it again," said Beverly Lynd. "I felt we were right." She said SPACT must continue the fight as long as necessary "no matter what we may lose."

"Unity" Theme Unmasked

NEW YORK UNION LEADERS VOTE TO BOLT NEA

SYRACUSE, N.Y. — After years of crying "unity," leaders of New York State United Teachers voted here on November 22 to move ahead with plans to disaffiliate from NEA.

The counter-unity action came despite a clear statement by NEA President John Ryor that NEA "very much wants New York teachers to remain part of NEA."

NYSUT's board of directors approved by 52 to 6 with one abstention a two-part resolution to delete all mention of NEA from the NYSUT constitution and to take an informal poll of NYSUT members to determine how they feel about NEA affiliation. The constitutional change would become effective in March if approved at that time by two-thirds vote of NYSUT's delegate assembly.

Meeting with the NYSUT board here before the vote, Ryor noted that NYSUT leaders had asked him not to "interfere" in the affiliate's internal affairs by urging board members to vote one way or the other. However, exclaimed Ryor, "I don't feel that urging the survival of teacher unity in New York state is interference in your internal affairs."

"The stakes are too high," he added, "the consequences too important to the 200,000 teacher members in New York for me as NEA president to do anything less than tell you, once and for all, that I very much want New York teachers to remain part of NEA."

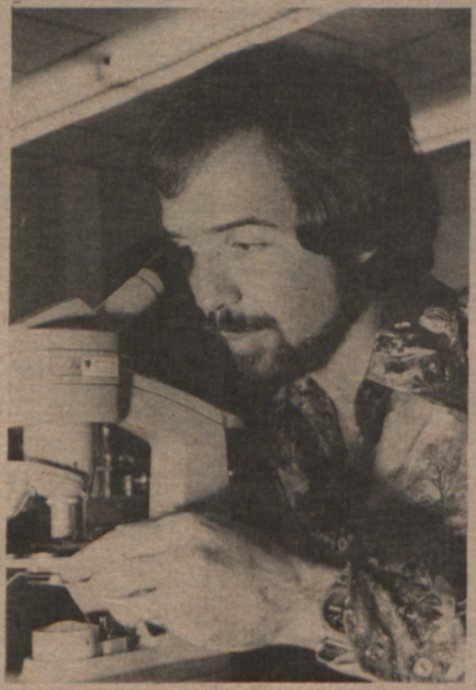
Ryor acknowledged the seriousness of past problems and stated that "I would be kidding you today if I did not clearly state that these problems continue." He asserted that "the heart of the problem is that NEA has inadequate visibility among New York teachers," noting that "when I read NYSUT publications, I perceive a deep sense of alienation from NEA." That, he explained, is why NEA proposed a major service and communications project in New York, as it plans in several other states. The program would include a local service program designed to help expand political action at the local level; direct service to locals which most need it in such areas as instruction, leadership training, and research; and a visibility program through direct mailings to local leaders and through the mass media.

The lack of NEA visibility in New York was pointed up at a meeting of NEA's Board of Directors in Washington, D.C., last February, and the Board directed NEA staff to take appropriate steps to see that the actions and policies of NEA are accurately presented in the state.

The "NEA in New York Project" was formally proposed to NYSUT at an October 28 meeting at which Ryor requested NYSUT's full participation and cooperation. The program was cited as a major bone of contention in a subsequent NYSUT communication to NEA saying that the NYSUT executive committee had decided to present to the NYSUT board a constitutional amendment that would facilitate disaffiliation. Ryor pointed out during the NYSUT board meeting here that NEA is quite willing to negotiate how the program is handled, assuming that the basic service and communications components are retained.

Ryor also stated that NEA hoped NYSUT would not take this step, but that whatever happened, NEA intended to remain a presence in New York state, assisting teachers in organizing a new NEA affiliate here if necessary.

Bearded Instructor Reinstated in Texas by Court Action



Biology Instructor Hander

SAN JACINTO, TEXAS—The U.S. Court of Appeals, Fifth Circuit, recently held unconstitutional a junior college's mid-contract dismissal here of an instructor who refused to shave his beard.

With financial support and interest-free loans provided by NEA's DuShane Emergency Fund, biology instructor Lecil Hander initiated a federal court action in 1971 seeking reinstatement, back pay, and a permanent injunction against continued enforcement of a faculty grooming regulation established in December 1970.

Alleging violation of his due process and equal protection Fourteenth Amendment rights, Hander asserted the regulation was designed to implement the personal tastes of the college administrators and bore no relation to their statutory authority to manage the college.

Hander won reinstatement, more than $11,000 in back pay, and $5,122.50 in attorney's fees.

Teachers in New Bedford Seek Contributions for $337,000 Fine

NEW BEDFORD, MASS.—Teachers here—nineteen of them jailed during a strike last fall—are asking educators around the nation to help them pay a $337,000 fine levied by a state court. The fine was originally set at $1.5 million, but was later reduced by the court. (A REPORTER story saying the fine was "set aside" was in error.)

The New Bedford Educators Association called the strike in September after trying for 10 fruitless months to bargain with the school committee. After the month-long strike NBEA won a contract that includes a salary increase for classroom teachers, an improved seniority clause, arbitrability on class size, plus salary raises for part-time teachers and for coaches and extracurricular personnel.

Those wishing to share the cost of the $337,000 fine may do so by contributing to the Bay State Teachers Trust, P.O. Box 6035, Boston, Mass. 02209.

Celebrate the Bicentennial on an NEA "Spirit of '76" Tour.

Blend Travel and Learning on an Association-Sponsored Spring Tour.

Please refer to the GENERAL INFORMATION section for rules and regulations applicable to tours/flights.

EASTER IN HAWAII (HE) (ONE ISLAND)

Apr. 13-20, 1976
$399 from San Francisco, Los Angeles, Portland, Seattle (NOTE: West Coast passengers will arrive home on the 19th)
$449 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis
$499 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile
$525 from Atlanta, Buffalo, Charlotte, Jacksonville
$549 from Albany, Baltimore, Boston, Harrisburg, New York, Hartford, Philadephia, Washington, D.C.
Fares based on GIT Airfare

PRICE VARIATIONS:
Single-room supplement: $80 additional
Triple-room reduction: $10 per person
Child (2 thru 11) reduction: $100 per child

HIGHLIGHTS:
Flower lei greeting on arrival; Honolulu and Mt. Tantalus tour; special orientation briefing; complimentary flight bag.

TOUR FEATURES:
• Round-trip transportation via Northwest Orient Airlines and connecting carriers where necessary • 7 nights at the Sheraton Princess Kaiulani Hotel • Round-trip transfers between airport and hotel • Tips to escorts/drivers • Handling and tips for 2 pieces of luggage

EASTER IN EL SALVADOR (EL-1,2)

EL-1 Apr. 9-16, 1976 from Washington, D.C.
EL-2 Apr. 16-23, 1976 from New York
$299 plus 15% tax and service, based on affinity charter airfare
Single Supplement: $50

HIGHLIGHTS:
Half-day sightseeing tour of San Salvador, the capital; hospitality desk at hotel; farewell banquet.

TOUR FEATURES:
• Round-trip transportation on Pan American World Airways 707 jet • Deluxe accommodations at the Sheraton San Salvador • Full American breakfast daily; optional dining plan providing 6 complete dinners —$35 • Round-trip transfers between airport and hotel • Tips and gratuities in connection with scheduled activities

SPRING HOLIDAY IN JAMAICA (FJ-1,2)

FJ-1 Feb. 7-14, 1976 and Apr. 17-24, 1976
$369 plus 15% tax and service from Boston, based on affinity charter airfare
FJ-2 Feb. 14-21, 1976
$349 plus 15% tax and service from Hartford, based on affinity charter airfare
Single Supplement: $90

HIGHLIGHTS:
Rum swizzle party; hospitality desk in hotel lobby.

TOUR FEATURES:
• Round-trip transportation via Trans International Airlines DC-8 • Deluxe accommodations at the Rose Hall Intercontinental • Optional meal plan providing 5 full American breakfasts and 5 gourmet dinners —$69 • All transfers and baggage handling • All taxes and tipping

DUBROVNIK AND MUNICH (EDM-1,2)

EDM-1 Apr. 10-18, 1976
EDM-2 Apr. 17-25, 1976
$625 from New York
Fare based on GIT Airfare—IT5LH105E
Single Supplement: $49

HIGHLIGHTS:
Half-day sightseeing tours in Dubrovnik and Munich.

TOUR FEATURES:
• Round-trip jet transportation via Lufthansa and other IATA carriers • First-class accommodations for 3 nights in Dubrovnik and 4 nights in Munich, based on double occupancy • Continental breakfast daily • Round-trip transfers between airports and hotels in Dubrovnik and Munich

ISTANBUL (EIT)

Apr. 19-27, 1976
$359 plus 15% tax and service plus $4 departure tax from New York.based on affinity charter airfare
Single Supplement: $79

HIGHLIGHTS:
Half-day motorcoach sightseeing tour of Istanbul; one-hour cruise on the Bosporus; walking tour of the Grand Covered Bazaar; show of Turkish fashions; afternoon of Turkish music; special shopping discounts; services of a tour host; map and guide to Istanbul upon arrival.

TOUR FEATURES:
• Round-trip transportation via Trans International Airlines • Accommodations in deluxe Buyuk Tarabya Hotel, based on double occupancy • Breakfast each morning consisting of Turkish coffee and rolls • Round-trip transfers between airport and hotel • Porterage for one medium-sized suitcase per person

EASTER IN HAWAII (HEI) (TWO ISLANDS)

Apr. 13-20, 1976
$449 from San Francisco, Los Angeles, Portland, Seattle (NOTE: West Coast passengers will arrive home on the 19th)
$485 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis.
$539 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile
$559 from Atlanta, Buffalo, Charlotte, Jacksonville
$585 from Albany, Baltimore, Boston, Harrisburg, Hartford, New York, Philadelphia, Washington, D.C.
Fares based on GIT Airfare

PRICE VARIATIONS:
Single-room supplement: $90 additional
Triple-room reduction: $10 per person
Child (2 thru 11) reduction: $100 per child

HIGHLIGHTS:
Flower lei greeting on arrival; special orientation briefing; Honolulu and Mt. Tantalus tour; complimentary flight bag.

TOUR FEATURES:
• Round-trip transportation via Northwest Orient Airlines and connecting carriers where necessary. Inter-island air transportation included • 4 nights at the Sheraton Princess Kaiulani Hotel, and 3 nights at Kauai Islander Inn • Round-trip transfers between airports and hotels • Tips to escorts/drivers • Handling and tips for 2 pieces of luggage

APRIL IN PARIS (EPF-1,2)

EPF-1 Apr. 10-18, 1976
EPF-2 Apr. 17-25, 1976
$584 from New York
Fare based on GIT Airfare—IT5AI1671
Single Supplement: $65

TOUR FEATURES:
• Round-trip jet transportation via Air India 747 jet • Accommodations for 7 nights at Hotel France et Choiseul • Continental breakfast daily • Round-trip transfers between airport and hotel • Porterage for one suitcase per person, limited to 44 pounds

RENDEZVOUS IN RIO (RBE)

Apr. 10-18, 1976
$499 plus $43 tax and service from New York, based on affinity charter airfare
Single Supplement: $85

HIGHLIGHTS:
Half-day sightseeing tour of Rio by motorcoach, with English-speaking guide; a visit to a gem-cutting factory; a map of Rio furnished upon arrival at hotel; hospitality desk at hotel; welcome briefing; all U.S. and Brazilian departure taxes included.

TOUR FEATURES:
• Round-trip transportation via Braniff International DC-8 • Deluxe accommodations at the Sheraton-Rio Hotel • Seven Brazilian breakfasts • Round-trip transfers between airport and hotel • Baggage handling and tipping at airport and hotel (44 pounds max.)

ANDES AND THE LOCKS (COLOMBIA AND PANAMA) (CPE-1,2)

CPE-1 Apr. 11-18, 1976
CPE-2 Apr. 18-25, 1976
$539 from Miami
$650 from New York and Washington, D.C.
$741 from Chicago
$748 from Los Angeles
Fares based on GIT Airfare—IT5BN1NEA5
Single Supplement: $75

HIGHLIGHTS:
Tour of the city of Bogotá, including the House of Bolivar, Monserrate Shrine, the Colonial district, and the Gold Museum. From Bogotá, panoramic tour across the Andes to Fusagasuga and return; visits to Santo Domingo and Santa Clara. In Panama City see St. Joseph's Church, the Presidential Palace, residential areas and the Miraflores Locks. Tour (by launch) to Toboga Island.

TOUR FEATURES:
• Round-trip jet transportation via Braniff International Airlines • First-class hotel accommodations, based on twin-bed occupancy • Four lunches and seven Continental breakfasts • Round-trip transfers.

SPRING HOLIDAY IN THE CANARY ISLANDS (FCI)

Feb. 13-21, 1976 and Apr. 16-24, 1976
$329 plus 15% tax and service from Boston, based on affinity charter airfare
Single Supplement: $70

HIGHLIGHTS:
Half-day sightseeing tour of Puerto de la Cruz, welcome sangria party; hospitality desk in hotel lobby.

TOUR FEATURES:
• Round-trip transportation on Trans International Airlines DC-8 jet • Deluxe accommodations at the Interpalace Eurotel • Optional meal plan providing 7 Continental breakfasts and 5 dinners — $30 • All transfers and baggage handling • All taxes and tipping

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Send application to: **NEA Educational Travel**
1201 16th Street, N.W. Washington, D.C. 20036 MV

Deposit of $100 per person is required for reservation.
There is a $15 cancellation fee on all reservations cancelled.

Please reserve .... spaces on .... departing on ....
(code no. of tour/flight) (date)

from .... Enclosed is a deposit of $ ....

NAME(s) ....
(Please give names and addresses of additional persons on a separate sheet)

ADDRESS ....

CITY .... STATE .... ZIP ....

HOME PHONE .... SCHOOL PHONE ....

LONDON IN SPRING (ELE-1,2)

ELE-1 Apr. 10-18, 1976
ELE-2 Apr. 17-25, 1976
$489 from New York
Fare based on GIT Airfare—IT5AI1670
Single Supplement: $45

HIGHLIGHTS:
Half-day sightseeing tour of London.

TOUR FEATURES:
• Round-trip air transportation via Air India 747 jet • Accommodations for 7 nights at Hotel Sherlock Holmes • Continental breakfast daily • Round-trip transfers between airport and hotel • Porterage for one suitcase per person, limited to 44 pounds

EASTER IN THE HOLY LAND (EHL)

Apr. 16-25, 1976
$859 from New York
Fare based on GIT Airfare- IT5LY10329MOD
Single Supplement: $72

HIGHLIGHTS:
Easter in Jerusalem, the Holy City; sightseeing includes Jacob's Nazareth via Valley of Jezreel; boat ride on the Sea of Galilee; Capernaum and the Jordan River, overnight stay in Tel Aviv with sightseeing the next day.

TOUR FEATURES:
• Round-trip transportation on KLM Royal Dutch Airlines jet • First-class and deluxe hotels: Intercontinental in Jerusalem; Ayeleth Hashachar in Tiberias; Daniel Towers in Tel Aviv • Continental breakfast and dinner daily • Round-trip transfers between airport and hotels • All taxes, except Israeli and U.S. departure taxes

SPRING IN THE HOLY LANDS (FHL)

Feb. 14-21, 1976
$755 from New York
Fare based on GIT Airfare—IT5AF101SM
Single Supplement: $70

HIGHLIGHTS:
Five days of escorted sightseeing in Israel and Jordan. See the Wailing Wall, Dome of the Rock, Way of the Cross and Garden of Gethsemane in Jerusalem, Greco-Roman ruins of Jerash, Mosque of Abraham in Hebron, Shepherd's Field in Bethlehem.

TOUR FEATURES:
• Round-trip jet transportation via Air France • First-class hotels with private bath, twin basis • Three meals daily, per custom of the country • Round-trip transfers between airports and hotels • Porterage for one piece of luggage • All taxes except Israeli and U.S. departure taxes

GUATEMALAN FESTIVAL (EG)

Apr. 17-25, 1976
$589 plus 15% tax and service from New York
Fare based on GIT Airfare—IT6PA1DCPX
Single Supplement: $72

HIGHLIGHTS:
From Guatemala City, all-day excursion by air to ruins of Tikal; city sightseeing in Guatemala City; excursion by motorcoach to Solola Indian market, continuing to Lake Atitlán and Panajachel; trip by motor launch to Indian village of Santiago de Atitlán; Chichicastenango open-air market; Quezaltenango, San Francisco el Alto, and sightseeing in Antigua.

TOUR FEATURES:
• Round-trip transportation via Pan American World Airways • First-class hotel accommodations, double occupancy • 16 meals • Round-trip transfers between airports and hotels • Tips and gratuities in connection with tour activities and porterage for 1 medium-sized suitcase (44 pounds)

EASTER MOROCCAN HOLIDAY (EMH-1,2)

EMH-1 Apr. 10-18, 1976
EMH-2 Apr. 17-25, 1976
$579 from New York
Fare based on GIT Airfare- IT5BAIA009MOD
Single Supplement: $39

HIGHLIGHTS:
An unusual and stimulating holiday in the mystic and imperial cities of Morocco — Marrakech (3 nights), Fez (2 nights), Casablanca (2 nights) and Meknes (visit). Sightseeing in each city included.

TOUR FEATURES:
• Round-trip transportation on Trans World Airways 707 jet; deluxe motorcoach within Morocco • First-class hotels with private bath based on twin occupancy • Two meals (breakfast and dinner) daily, except in Casablanca where buffet breakfast only is included • Round-trip transfers between airports and hotels including porterage • Taxes and tips except departure tax from Morocco

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GENERAL INFORMATION

All prices, dates, and itineraries are subject to change.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

ELIGIBILITY:
Affinity Charter Airfares: Tours described as "based on affinity charter airfare" are based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA except as described above are ineligible.

GIT Airfares: Tours coded CPE-1,2; EHL, FHL, EMH-1,2; EPF-1,2; ELE-1,2; EG, EDM-1,2, HE and HEI are based on use of the Group Inclusive Tour Basing airfare available to 10 or more persons traveling together on all flights and are available to NEA members, their relatives and friends. Per airline regulations, 25% of the GIT airfare is nonrefundable should the participant cancel 21 days or less before departure.

Cancellations: All cancellations must be received in writing at NEA Educational Travel. There will be a $15 per person cancellation service charge on all reservations cancelled, regardless of reason. In addition to the nonrefundable $15 cancellation fee, certain penalties may apply due to nonrefundable advance payments or commitments made to airlines, hotels, tour operators, etc., as follows: On *affinity charter* tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $15 fee, only if an eligible replacement is provided by the cancelling party; on *GIT* tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations (CPE tours 20% additional penalty on the land cost); on *group affinity* tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline.

AFFINITY CHARTER AIRFARES: Air/Land Cost Data

CODE	AIRLINE	TYPE	CAPACITY	AIRFARE	LAND COST	TOTAL COST
EL-1,2	Pan Am	B-707	180	$155.00	$188.85	$343.85
EC	TIA	DC-8	254	$198.00	$180.35	$378.35
RBE	Braniff	DC-8	150	$351.62	$190.38	$542.00
FCI	TIA	DC-8	254	$198.00	$180.35	$378.35
EJ	TIA	DC-8	254	$140.00	$284.35	$424.35
FJ-1	TIA	DC-8	254	$140.00	$284.35	$424.35
FJ-2	TIA	DC-8	254	$120.00	$281.35	$401.35
EIT	TIA	DC-8	254	$133.32	$276.53	$412.85[1]

[1]Includes $3 NEA administrative charge.

The airfare portion on affinity charters is subject to increase on a *pro rata* basis should the number of participants be fewer than aircraft capacity. There is no administrative fee in the airfare portion on the part of the charterer.

ACCIDENTS

CAN HAPPEN TO ANYONE.

AD&D Insurance Eases the Financial Burden.

The financial burden of an accident resulting in death or dismemberment shouldn't be added to your family's problems. Your Association's AD&D (Accidental Death and Dismemberment) Insurance, underwritten by the Prudential Insurance Company of America, is designed to ease this burden. For $19.00 a year, you and each member of your family who is an eligible dependent can be covered under your Association's AD&D Program while at home, on the job or anywhere in the world regardless of how old you are or how many eligible dependents are included for coverage.

How AD&D Protects Your Dependents.

Protection is available to all Unified Members and their eligible dependents without medical examination for enrollment.

If your spouse is not already insured as an NEA member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and step-children who are dependent on you for support) are eligible provided they are between the ages of 2 weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are 2 weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as NEA members, only one of you may include your children as dependents. Spouse and children who are insured under this program as NEA members are not eligible for coverage as dependents.

Your dependents coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue coverage until they are no longer eligible.

New Revised AD&D Benefits.

In order to keep up with inflation, your Association and Prudential have revised the AD&D benefits, effective October 1, 1975. Among the revisions is an additional $50,000 benefit that has been added to the member benefit package. The table below details the new benefit schedule:

IF COVERAGE SELECTED IS FOR:	BENEFITS WILL BE PAID AS FOLLOWS: Accident occurring while a passenger on a public conveyance:	Any other accident:
Member only	$130,000*	$30,000
Member and eligible spouse	100,000* 30,000	20,000 10,000
Member and each eligible child	100,000* 30,000	20,000 10,000
Member, spouse and each eligible child	100,000* 15,000 15,000	20,000 5,000 5,000

*The benefit payable for a member's loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975 for five continuous years of coverage to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000; $130,000 plus $50,000.

Losses And Disabilities Covered By AD&D.

In any one accident, the full benefit amount determined from the table is payable for the loss of life, both hands, both feet, sight of both eyes, one hand and one foot, one hand and sight of one eye, or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot, one hand or the sight of one eye. Benefits are payable directly to you or to any surviving beneficiary you name. In order to be covered, these losses must occur within one year (90 days for persons age 70** or over) of the covered accident.

Optional Disability Coverage for $4 a Year.

Unified Members under age 60 are eligible for Optional Disability Benefits at an additional cost of $4.00 a year. A benefit of $500 per month will be paid if you sustain accidental injury which results within 30 days in total disability. The injury must occur while you are insured for this benefit and before you attain age 60. The benefit will be payable after the twenty-sixth consecutive week of total disability.

Benefits are payable while you remain totally disabled, up to 10 years, or until attainment of age 65, whichever comes first.

To be considered totally disabled you must, as a result of the disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential from time to time as required.

Benefits are paid regardless of any other coverage(s) you may have.

Exclusions:

Optional Disability Benefits are not paid until after the twenty-sixth consecutive week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.**

The program does not cover losses, or disability where applicable, resulting from: suicide, attempted suicide, intentionally self-inflicted injury, bodily or mental infirmity or disease, infection, war or any act of war, active duty in the military service, riding in races or testing automotive vehicles on a track or speedway, riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, it is being used for test or experimental purposes.

**Time limitations not applicable in Pennsylvania.

How To Enroll in Your Association's AD&D Insurance Program

Complete the attached enrollment form and return it with your first annual contribution of $19 (or $23 if you elect to enroll for the Optional Disability Benefit).

Your insurance will become effective on receipt of your initial annual contribution and acceptance of your enrollment form by Prudential.

Underwritten by:

Prudential — The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

Policy Form ORD 70075 SERIAL U

Accidental Death & Dismemberment Program, P.O. Box 434, Fort Washington, Pa. 19034 1-75

Statements By Member To Be Insured (Please print all answers)

NAME ______________________
Last First Middle Initial

DATE OF BIRTH: ______________
Mo. Day Year

RESIDENCE ______________________
Street

____
City State Zip Code

BENEFICIARY AND RELATIONSHIP ______________________
(example: Mary A. Doe, NOT Mrs. John Doe)

____
First Name Middle Initial Last Name Relationship

ARE YOU A UNIFIED MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60.

☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED: (please check one)

☐ Member only ☐ Member and each eligible child

☐ Member and spouse ☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by the Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______________________, 19____

SIGNATURE OF MEMBER ______________________

Make Check Payable to: NEA AD&D Insurance

Ident. No. Eff. Date Dep. Plan Code

nea SPECIAL SERVICES
...We're listening.

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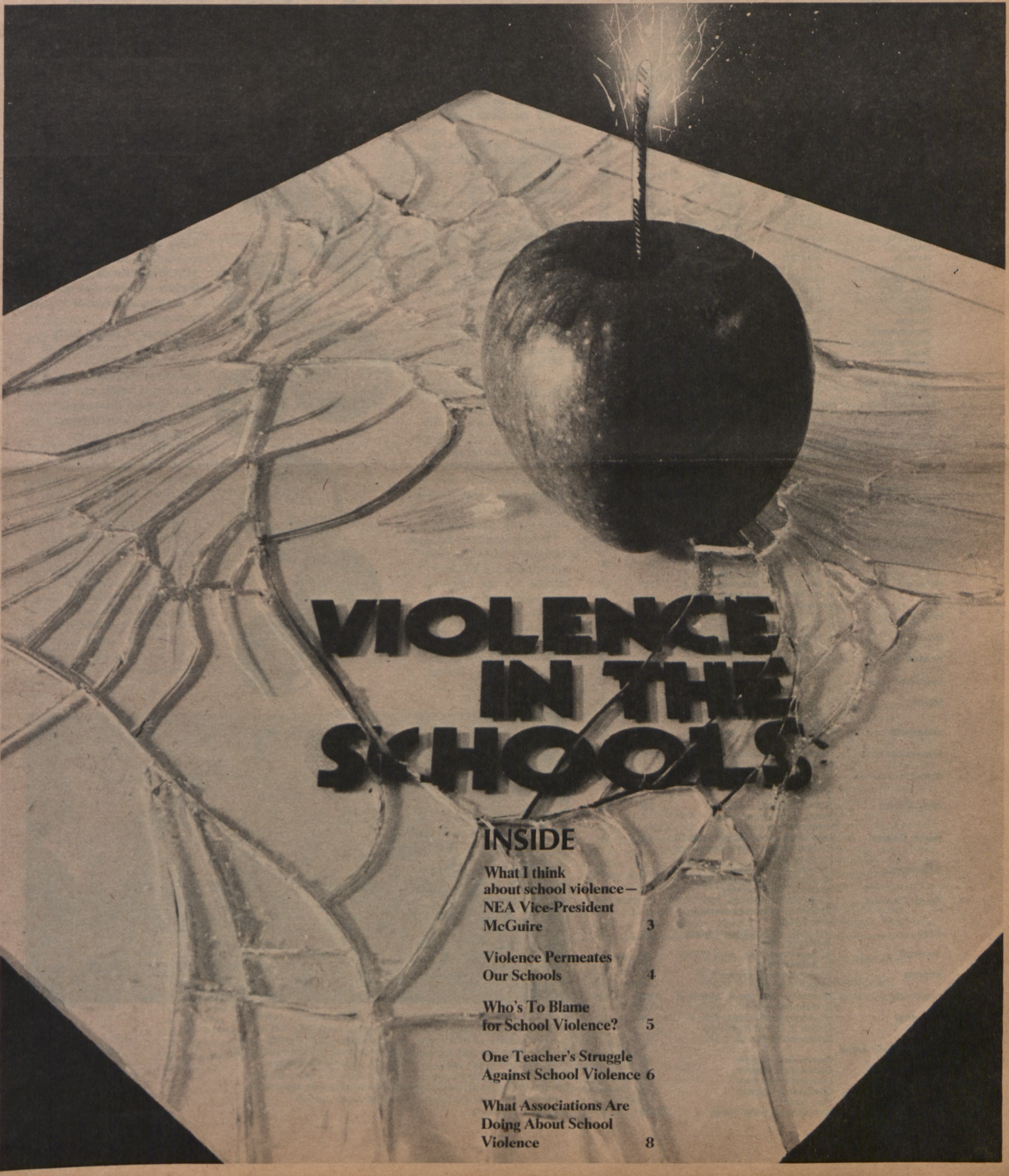

VIOLENCE IN THE SCHOOLS

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Political Action Goal: 300 Teacher-Delegates at Democrat and GOP Conventions

NEA-PAC

PRESIDENTIAL PRIMARY STATES

D: Democrat R: Republican

State	Primary Date	Filing Deadline Delegates/ Candidates	Number of Voting Delegates D	R
Alabama	May 4	March 1	35	37
*Arkansas	June 8	April 6	26	27
California	June 8	March 25	280	167
District of Col.	May 4	March 5	17	14
Florida	March 9	Feb. 10	81	66
Georgia	May 4	Feb. 10	50	48
Idaho	May 25	April 25	16	21
Illinois	March 16	Jan. 14	169	101
Indiana	May 4	March 15	75	54
Kentucky	May 25	April 9	46	37
Maryland	May 18	March 9	53	43
Massachusetts	March 2	Jan. 2	104	43
Michigan	May 18	March 26	133	84
Montana	June 1	March 23	17	20
Nebraska	May 11	March 12	23	25
Nevada	May 25	April 25	11	18
New Hampshire	Feb. 24	Jan. 11	17	21
New Jersey	June 8	April 29	108	67
New York	April 6	Feb. 19	274	154
North Carolina	March 23	Feb. 3	61	54
Ohio	June 8	March 25	152	97
Oregon	May 25	March 16	34	30
Pennsylvania	April 27	Feb. 17	178	103
Rhode Island	June 1	March 10	22	19
South Dakota	June 1	April 16	17	20
Tennessee	May 6	March 25	46	43
Texas	May 1	March 1	130	100
West Virginia	May 11	Feb. 7	33	28
Wisconsin	April 6	March 2	68	45

*Arkansas dates are subject to change.

CAUCUS-CONVENTION STATES

D: Democrat R: Republican

State	First Important Date	Number of Voting Delegates D	R
Alaska	D: precinct caucuses, Feb. 26; R: date to be set.	10	19
Arizona	D: district and county conventions, April 17; R: date to be set.	25	29
Colorado	D and R: precinct caucuses, May 3.	35	31
Connecticut	D: town caucuses, April 27; R: town meetings April 7-9.	51	35
Delaware	D and R: filing deadline May 4. June 5th primary elects delegates to state convention.	12	17
Hawaii	R: precinct meetings, Jan. 27; D: precinct meetings, March 9.	17	19
Iowa	D and R: precinct caucuses, Jan. 19.	47	36
Kansas	D: local unit conventions, April 3; R: date not set.	34	34
Louisiana	D: filing deadline, March 27; R: date not set.	41	41
Maine	D: municipal caucuses, Feb. 1-15; R: municipal caucuses by April 1.	20	20
Minnesota	D and R: precinct caucuses, Feb. 24.	65	42
Mississippi	D: precinct meetings, Jan. 24: D and R: filing deadline, April 1.	24	30
Missouri	D: ward and township mass meetings, April 20; R: date not set.	71	49
New Mexico	D and R: dates for ward, precinct, or county mass meetings not set.	18	21
North Dakota	D: district caucuses by June 14; R: district committee meetings by June 14.	13	18
Oklahoma	D: precinct caucuses, Feb. 7; R: precinct and county conventions, April or May.	37	36
South Carolina	D: precinct meetings, Feb. 22-29; R: precinct meetings, Feb. 21-28.	31	36
Utah	D and R: voting district mass meetings, May 17.	18	20
Vermont	R: town meetings, April 20-30; D: date not set.	12	18
Virginia	D: mass meetings, April 3; R: date not set.	54	51
Washington	D: precinct caucuses, March 2; R: date not set.	53	38
Wyoming	R: precinct caucuses, Feb. 4-March 5; D and R: county conventions, March 1-15.	10	17
Outlying U.S. Areas			
Puerto Rico	Convention system.	22	8
Canal Zone	Convention system.	3	—
Guam	Convention system.	3	4
Virgin Islands	Convention system.	3	4
Democrats Abroad	Mail ballot.	3	—
Total delegates all states and outlying areas		3,008	2,259

WASHINGTON, D.C.—NEA President John Ryor has emphasized the critical need for teachers to be selected as delegates to the Democratic and Republican national conventions this summer as the 1976 Presidential election begins to move into high gear with the first of a record number of primaries slated for February 24 in New Hampshire.

"We're aiming for at least 300 delegates to both major political party conventions in an effort to have a voice in party platforms as well as in helping to select party nominees," said Ryor.

Ryor, who also chairs the NEA Political Action Committee (NEA-PAC), noted that teachers in many states have already started to become involved in the delegate selection process. He urged teachers in all states and in the outlying U.S. areas to seek roles as delegates to the major party conventions.

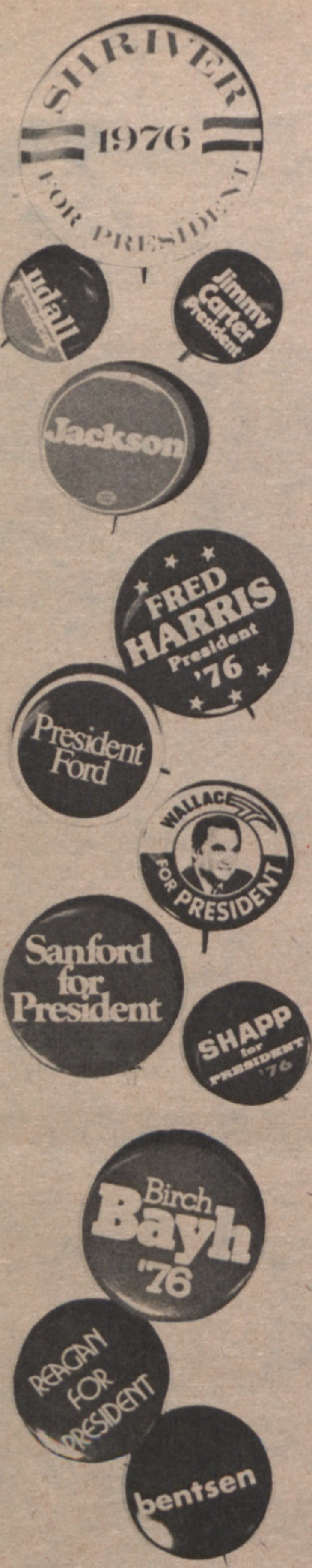
"Putting together delegate strength is what the party conventions are all about, because it's the delegates from each state who determine the party's Presidential choice," said Ryor.

Ryor said 1976 is being dubbed by some political observers "the year of the primary." He explained that between late February and early June there will be 29 hard-fought Presidential primaries—the largest number in history.

Twenty-eight states and the District of Columbia will hold some form of primary in which more than 70 percent of the delegates to the Republican and Democratic conventions will be chosen. These include nine of the largest ten states: California, New York, Illinois, Pennsylvania, Ohio, Michigan, New Jersey, Florida, and Massachusetts.

The Democrats will meet first, with their national convention scheduled to begin July 12 in New York City. The Democrats have 3,008 voting delegates. The Republican national convention will start August 16 in Kansas City, Mo. The Republicans have 2,259 voting delegates. At both conventions, it will take 50 percent of the total delegate number plus one to win the Presidential nomination.

Announced major party Presidential candidates as of early January are: President Ford and Republican challenger former Gov. Ronald Reagan of California; 11 Democrats including U.S. Senators Birch Bayh of Indiana, Lloyd Bentsen of Texas, Robert Byrd of West Virginia, and Henry Jackson of Washington; Rep. Morris Udall; former governors Terry Sanford of North Carolina and Jimmy Carter of Georgia; Governors George Wallace of Alabama and Milton Shapp of Pennsylvania; former Vice-Presidential nominee Sargent Shriver of Maryland; and former U.S. Sen. Fred Harris of Oklahoma.



NEA ISSUES AND THE PRESIDENTIAL CAMPAIGN were topics recently when U.S. Sen. Birch Bayh (second from left) met with teacher leaders at NEA Center in Washington, D.C. Talking with Senator Bayh are NEA Executive Director Terry Herndon (left), NEA President John Ryor (second from right), and Indiana State Teachers Association Executive Director Ronald Jensen (right). Several Presidential candidates will be meeting with association leaders in the nation's capital as teachers gear up for the 1975 elections.

VIOLENCE IN THE SCHOOLS

A statement by NEA Vice-President Willard McGuire

• We need more honesty and candor in dealing with violence and in reporting it to the community. There is too much covering up going on.

• We must become more discerning about violence. We won't eliminate violent behavior by students if we condone the violence of such things as IQ testing and racism. The President of the United States appears to condone violence in south Boston and an adult in Kanawha County, West Virginia, used dynamite to put love and Christian virtue into textbooks. If we are going to ignore twelve hours of violence on television, how can we expect to eliminate five minutes of it in the classroom? As a society, we don't seem to be very discerning about violence.

• We need security in many school buildings. Both teachers and students need to be protected against the outsiders who come into the school and do violence. If the parade of winos, perverts, and thugs who daily enter our schools and cause trouble were to descend instead on a large downtown office building, I feel certain there would be speedy action to remove them and steps taken to prevent their ever returning. Why can't our schools, our teachers, and our students be equally well protected? We wouldn't eliminate violence, but we would reduce it and we'd narrow the field of combat.

• Something must be done about students who are engaging in serious criminal offenses. No English teacher should have to rehabilitate heroin pushers. That should be a matter for the police and for another system beside the school system. We should define a reasonable range of problems which teachers can or should be able to deal with and not be expected to solve every problem. We must insist on proper action by other community agencies. A good professional teacher is a poor amateur policeman.

• Teachers should encourage, design, and support experimental programs, alternate programs and other nontraditional approaches to educating students who are bored or unmoved by traditional approaches. There is one thing we know for certain about any education approach—the pupil-teacher ratio must be low. If you want successes, you must have one-to-one, one-to-two, three, four, or five. A teacher with five students can do the job. They give us 40 and 45 and wonder why there are problems.

• I'm also becoming more convinced that we should work to establish preservice and in-service courses in how to handle the aggression and other behavior that must be dealt with. Most of us as teachers are not prepared to deal with it. If we were, we would feel more secure, be less threatened, and head off more serious behavior.

It is not easy to be a teacher—but it never has been. Good things—important things—are never easy—and teaching is important. I am one classroom teacher. Like my colleagues, I want us to face the problem of violence and begin to deal with it.

These comments by NEA Vice-President McGuire are excerpted from his presentation at a recent Council for Educational Development and Research, Inc., conference in Washington, D.C.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Militant Calendar

As a member of NEA I wish to voice my objection to the heading on the Calendar in the January issue of the NEA REPORTER. I do not care to be known as a member of a militant teacher movement, which, it seems to me, is happening to NEA.

In the past I've been proud of what NEA has stood for. Now, I am no longer proud of my association with this organization.

Shirley L. Russell
Lincoln, Calif.

Of this [The Militant Teacher's Bicentennial Calendar, January REPORTER], I want no part.

Dedicated teacher, 1926-1968,
Freda Case
Benzonia, Mich.

Unfair and Pretentious!

In your last issue you vilified President Ford as if he were entirely against education and then claimed credit for overriding his veto. How unfair and pretentious!

This issue you are advocating a Federal Collective Bargaining Law for Public Employees which is tantamount to advocating higher wages and work disruptions in existing governmental bureaucracies that already have unreasonable wages and job security.

The NEA's stand on corporal punishment is also indicative of the liberal, ivory tower philosophy that has so badly reduced the effectiveness of our schools.

Marion Gadberry
Medford, Ore.

Bargaining Con and Pro

As a life member of the NEA I must respond to the A. F. Allen letter in the December 1975 issue of NEA REPORTER.

Superintendent Allen seems to be asking that we go back to the ostrich-like position we held years ago. Asininity personified! Collective Bargaining wi'l ensure that we teach our children to the best of our abilities. It will also protect our tail-feathers from the designs of paternalistic school boards and their administrators.

Philip Shalitt
Watsonville, Calif.

Please print more articles like "Teachers + Collective Bargaining = Better Schoo's." It is this type of article that brings out that education should involve the teacher in school governance.

K. Lee Maiwald
Scottsbluff, Neb.

I'm Disgusted!

I used to enjoy reading the "NEA REPORTER," but now it takes me about 5 minutes to thumb through the pages. I'm disgusted! Just a tabloid, aimed at militancy and sensationalism!

What ever happened to the listing of recommended TV shows? How about a cartoon or so, to relieve the monotony? How about other changes—like some of the common, ordinary, unspectacular but significant things good teachers are doing in their classes? How about doing away with the "REPORTER," and thus leaving just the "Journal"? Even that used to be better than it is now!

I saw this coming 10 years ago and I had support from all my principals but the last one.

Your whole attitude is wrong.

Louise E. Hutchinson
Bradford, Vt.

Opposes Strikes

I hope that you mean what you say: that you will give space to dissenting views of members. I have been a life member (now retired) since 1930, have attended many NEA conventions, and tota'ly oppose strikes by public employees. No one should be permitted to shut down a government operation, for which taxes have been levied.

Moreover, public employees are a part of government, and strikes by government are intolerable and undemocratic too.

Strikes by government employees are a step on the road to chaos and anarchy, as well as a defiance of the voters and elected officials.

Hugh Nixon
Melrose, Mass.

Out of Politics

The N.E.A.'s endorsement of a presidential candidate is incompatible with our mission of preparing youth for citizenship. The public school must serve all segments of society. Our trust involves assisting youth to identify the issues, search for data, and make their own decisions—as individuals. I personally plan to be an active citizen participant in the coming election, but the N.E.A. must stay out of partisan po'itics.

William E. Turner
Rye, N.Y.

Out of Step

The NEA is out of step with the main stream of American society as regards money and school discipline. First, we should realize that the American taxpayer is at the breaking point and very short of sympathy to "demanding" public servants. Second, most parents believe in and practice limited corporal punishment. Properly used it can be both effective and desirable. For the NEA Representative Assembly to recommend the outlawing of corporal punishment in schools is as practical as recommending that parents be outlawed if they practice it at home.

Ken Anderson
Chateaugay, N.Y.

Overseas Teachers

Page 14 [September REPORTER] carries a box, headed by: "NEA Wins Millions in Back Pay for Overseas Teachers." This is simply not true! I am extremely concerned for such irresponsible reporting of the facts.

The OEA, with Mr. Earl C. Berger, legal counsel, began the struggle almost *twenty* years ago. History will show that NEA denied DuShane support, for instance. How was it financially backed? By contributions from individual teachers at $5 and $10 each, some of whom will not be recipients of back pay presently, as they contributed, but then quit teaching overseas before April 1966. I give you this only as one example of the fight by OEA, and not NEA. Volumes could be written of the twenty years and the final victory!

Lynne Holland, President
Overseas Education Association

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nea reporter

nea helping teachers teach

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John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Assistant Editor
Karen Sheppard
Assistant to the Editor

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Crime and Vandalism Permeate Nation's Schools

Last year American school children committed 100 murders, 12,000 armed robberies, 9,000 rapes, and 204,000 aggravated assaults against teachers and each other. They were also responsible for 270,000 school burglaries and vandalized over $600 million worth of school property.

It's not kid stuff anymore. Today's youth use guns and knives—and they attack adults as well as each other. Nor is school crime limited to the cities. Violence and vandalism are reaching crisis proportions in the suburbs and rural communities.

In St. Louis, two suburban schools closed temporarily during the past year because of outbreaks of school violence. In Fairfax County, Va., an affluent suburb of Washington, D.C., teachers have been hit with books, thrown over desks, and had their clothes ripped; and in Prince Georges County, Md., another Washington suburb, a rape against a teacher and a murder on school grounds were reported recently.

Rural Violence

In House Springs, Mo., an all white rural school district with 7,000 students, 10 youths overdosed on drugs in the past year and numerous students were sent home drunk. In a period of two months, $6,000 worth of equipment was stolen from the high school, teachers had rifle bullets fired into their cars, and a teacher was stabbed by a female student.

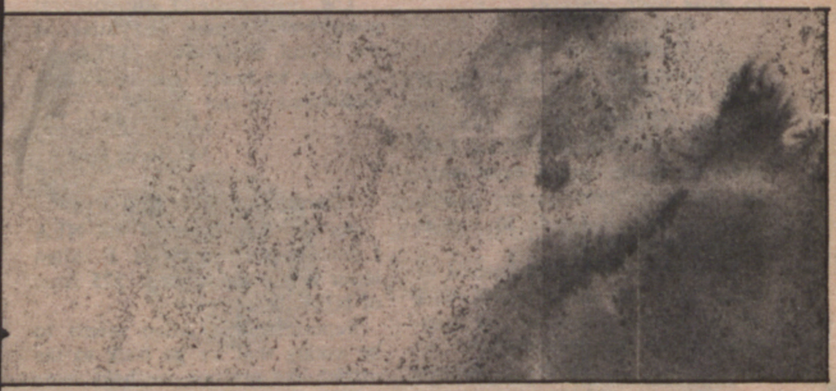
In Rochester, N.Y., within the last year, a 14-year-old was slashed with a razor in his math class by another student, another 14-year-old shot a school aide who was trying to break up a fight, and three students held up a cafeteria manager at gunpoint.

In isolated rural areas, school-sponsored agriculture projects have been cancelled because vandalism there included killing animals.

Teenage Extortion

Although rape, robbery, assault, and vandalism are major sources of concern, extortion is now being reported with increasing frequency. In San Francisco, teenage terrorists not only demand money from students and teachers, they have also been intimidating neighborhood businesses.

Statistics on school crime are only approximate. Until recently, many school authorities didn't want to recognize violence in the schools, afraid that reporting incidents of violence or vandalism would reflect poorly on their jobs.



However, a Senate subcommittee headed by Sen. Birch Bayh (D-Ind.) reported that in 757 schools surveyed between 1970 and 1973 there had been an 18.5 percent increase in homicides, a 40.1 percent increase in rape and attempted rape, an 85.3 percent increase in assault on students, and a 77.4 percent increase in assault on teachers.

"The primary concern in many American schools today is no longer education, but preservation," said Bayh before the Senate subcommittee hearings this spring.

Testimony in Congress

Students, teachers, and education and safety officials came from all over the country to Washington, D.C., last spring to tell a Senate subcommittee what they knew about crime in their schools.

"I've been assaulted and beaten in the classroom, and the way my administrator handled it was to hush it up, not tell the police about it," said a teacher from Missouri.

"Fear and violence are frightening many students out of an education," said a city official from Philadelphia. In New York, the subcommittee was told, student-run brokerages, where teenagers buy and sell guns, drugs, and the services of prostitutes, were found in some high schools.

"What we found in 1973 and 1974," said a staff member of the Senate investigating group, "we could also find in 1975, in increased numbers, higher percentages and in small as well as large school systems."

Who's to Blame?

Parents, students, teachers, and administrators all blame each other for failing to deal with the discipline problem.

Teachers maintain that a good deal of the increased destructive behavior and violence is due to permissive parents or from hostility or indifference. Parents accuse teachers of either leniency or rigidity. And school officials say the parents who demand stricter rules against everybody else's children are the first to accuse teachers of unfairness when their own offspring are involved.

Television Violence

Television violence also has been repeatedly cited recently as a major cause of the increase in crimes among youth.

The January issue of the *Phi Delta Kappan* pointed to the U.S. surgeon general's investigation—an exhaustive three year study set in motion by the chairman of the Senate Communications Subcommittee—dealing with the impact of televised violence on children.

One conclusion drawn from this study and quoted in the *Phi Delta Kappan* was: "The more violence and aggression a youngster sees on TV, regardless of his age, sex, or social background, the more aggressive he is likely to be in his own attitudes and behavior. The effects are not limited to youngsters who are in some way abnormal, but rather were found in large numbers of perfectly normal children."

Family Disorganization

Observers also are pointing to the increasing numbers of disorganized families as one more reason for the soaring school crime rate. No longer is the fate of disorganization and delinquency limited to minorities and the poor. Family disorganization is spreading throughout middle class society in towns, suburbs, and rural communities.

Urie Bronfenbrenner, professor of family studies at Cornell University, notes: "In terms of such characteristics as the proportion of working mothers, number of adults in the home, single-parent families, or children born out of wedlock, the middle class family of today increasingly resembles the low-income family of the early nineteen-sixties."

At a recent conference in Washington, D.C., which brought experts in criminology together with teachers, principals, school board members, and security personnel, many of these same reasons and more surfaced as causes for increased destructive behavior among students.

The conference, sponsored by CEDaR (the Council for Educational Development and Research, Inc.), had as its ultimate aim to build a "research and development agenda" that will get at the causes and means of prevention of school violence.

A recurrent theme among classroom teachers at the conference was that permissiveness and lax discipline has been allowed to permeate not only the schools but the home and society in general. Conferees also recognized that school violence didn't just come up overnight. Too often, they said, parents, teachers, and administrators looked the other way when all this was coming about.

COMBATTING SCHOOL VIOLENCE

Recognition that too often the public school environment is dominated by fear, destruction, chaos, and violence is at long last forcing communities across the U.S. to move on the problem of defiant and sometimes dangerous youth who keep others from learning.

Many NEA local associations are demanding and getting firm and enforceable discipline regulations in their contracts. School boards are spending millions on sophisticated security systems and armed police patrol in and around troubled schools.

Despite some criticism about turning schools into armed camps, most parents and teachers say the crack-down is long overdue.

In one large urban school system, it was reported that police helicopters hover over school grounds and signal patrolmen on the ground at the first sight of trouble. Chicago is spending nearly $3 million on school security after an elementary-school pupil shot a principal to death and 1,300 verbal and physical assaults on teachers were reported last year.

New York City's school board is planning to spend $10 million on school guards, special aides, and expensive security equipment. Included are walkie-talkies and pocket-size "panic buttons" that allow teachers to signal the central office when threatened with unruly youths.

Currently under development and expected to be on the market this year is a security device that resembles Dick Tracy's wrist-radio. Sensitive to the body's reaction, the device sends an automatic signal to a central office or security office when the person wearing it is frightened or threatened. It is expected to be a big seller in school districts throughout the country.

Sophisticated security systems have been installed in thousands of schools across the nation, including closed-circuit television and electronic sensors. A proposed Safe Schools Act now pending in Congress would provide up to $200 million to buy more such systems.

One Teacher's Struggle Against School Violence

The school administration didn't like it when Missouri teacher Peggy Cochran forced the public to look at vandalism and violence in her rural community.

Peggy Cochran is a high school teacher and immediate past-president of the Northwest Education Association, a Missouri-NEA affiliate. She has received national recognition for speaking out about violence and vandalism in her school district.

Last year, Cochran and other teachers appealed to the Jefferson County School District administration and then to the school board about their grave concerns on the lack of discipline. The teachers were turned away with a response that "if more teachers did their jobs, the problems they described would not be happening."

So the teachers went to the news media and as a result, local TV, radio stations, and the newspapers focused on the problems the teachers described. *Newsweek,* in its April issue, featured an article on delinquency in the Jefferson County School District, an all-white rural community near St. Louis.

In June, Cochran accepted a request from Sen. Birch Bayh (D-Ind.) to testify before the Senate Subcommittee on Juvenile Delinquency. In December, Cochran also told her story to a Washington, D.C., conference on vandalism and violence in the schools sponsored by the Council for Educational Research and Development, Inc. (CEDaR). Here is part of what she said:

I have taught 12 years—the last eight at Northwest High in House Springs, Missouri—and am presently chairperson of the Language Arts Department. Our school district has 316 teachers and approximately 7,000 students. Grades 9 through 12 have an enrollment of about 2,200 students. Our district is rather unique in some ways compared to surrounding districts. As urban and suburban school districts are decreasing in enrollment, our rural district's student population is growing rapidly. Our assessed valuation per pupil is approximately $4,500, where neighboring districts have $12,000 to $17,000 assessed valuation per pupil. The biggest reason for this is the lack of any industry in our district.

We are an all-white rural community with no incorporated areas within the district. Our district covers about 30 miles along Highway 30 just outside of St. Louis County. The taxpayers of our district work in St. Louis, spend their money in St. Louis, and enjoy the recreational facilities of St. Louis. The same is true of the students in our district.

It would be a fallacy to say that our problems began this past year. For several years we have had numerous thefts and acts of vandalism just as all schools have experienced. Our district has nine different school plants scattered along these 30 miles, and most security measures are too expensive to even consider.

Drugs have been on our campus for the past 5 or 6 years—very prevalent in the last 2 or 3 years. In the past year, 10 students were taken to the hospital from school because of overdoses. Alcohol is prevalent on campus and numerous students have been sent home from school drunk.

Vandalism has reached a new high in our district. Last summer, when school was not in session, 146 windows were broken out of one of our 9 schools during a 2½-month period. The approximate amount of damage from vandalism this past year was $11,000, plus loss from theft of over $10,000.

Beginning near the end of November of 1974, about one year ago, the following events occurred during a two-month period:

- Approximately $6,000 in equipment and supplies was stolen
- One teacher's car was stolen from his driveway, driven several miles away, and then burned
- Another teacher had the windows broken in both his home and his car
- A teacher's car had four 22-rifle bullets shot into it while it was parked at school at night
- One teacher was attacked and beaten by a male student during school hours
- Another teacher was attacked and stabbed in the hand by a female student with a knife that she had brought

to school for that purpose. A janitor was also injured trying to help the teacher.

With these happenings added to earlier events, the teachers' concern became great. We asked for a meeting with the administration and came away from that meeting with no satisfaction that anything would be done. We asked for a special meeting with the school board and came away from that meeting just as unsatisfied after being told that if more teachers did their jobs these problems would not be happening.

The teachers decided that they must call attention to the fact that students' and teachers' safety was in jeopardy. Knowing that in Missouri strikes by teachers are prohibited and knowing that our teachers had really never been in the public eye before, I consulted a Missouri-NEA lawyer who helped me plan a meeting for February 21, 1975—a meeting to discuss the personal safety of students and teachers. On the afternoon of February 20, we planned a meeting of all teachers to vote on whether we should go to classes the next day. Prior to this 3 p.m. meeting, in order to assure teachers that the radio stations would announce this for us, I called one of the radio stations and told them about our plan to vote that afternoon, and the newsman said: "Just a moment Ms. Cochran, I'm switching you over to tape for the 2 o'clock news." Well, that started the action. He then switched me over to their affiliated TV station who promptly told me that they would be in House Springs at 3 p.m. with camera crews for the 6 o'clock news that night. After having such luck, I called two other TV stations who were also eager to send camera crews.

At 3 p.m. the teachers met—TV cameras and all. We had previously agreed that we would not do this unless we had at least 90 percent participation. We voted—secret ballot—and all but two teachers voted not to go to class the next day, but to meet and discuss safety in our school. We publicly asked parents in our district to keep their children home the next day because teachers would not be there. We also invited parents, clergymen, and community members

"A teacher's car had four 22-rifle bullets shot into it while it was parked at school."

to meet with us to develop some proposals for solutions to our problem.

At a parent meeting called that night by the administration, an attempt to turn the community against the teachers backfired into support for us that we had not anticipated. The media was extremely kind to the teachers, and the next day 1,900 of the 2,200 high school students were kept at home. The other 300 were sent back home at 8:30 a.m. Throughout the day, almost 200 parents and clergymen throughout the community attended our meeting. The administration agreed to give us a place to meet, and three TV stations were with us all day. We formulated seven requests that could be instituted immediately for very little money: (1) hall monitors (2) panic bar doors (3) security guard (4) ID system (5) a no-visitor policy (6) gates for the parking lot (7) advisory committee of 14 (2 teachers, 2 administrators, 2 board members, 2 students, 2 substitute teachers, 2 noncertificated staff members, 2 parent representatives) to facilitate more open communications between all of these groups. The next Tuesday night, the school board met, agreed to all seven stop-gap proposals and even agreed that there would be no salary loss for teachers for that meeting day.

The St. Louis TV stations, radio stations, newspapers, and *Newsweek* magazine all gave us positive kinds of coverage reinforcements. Another evidence of community support came in April when two school board members were to be elected. The teachers publicly endorsed and worked diligently to support a pro-teacher candidate (a former teacher whose wife was president-elect of our teachers' association). Our candidate won with more votes than anyone had ever received for school board before, defeating an incumbent school board president of six years.

I received letters from throughout the U.S. supporting the fact that I had not been afraid to tell the truth. I received support from within my school district, but I also got angry phone calls and my 12-year-old daughter was told by an unidentified caller that they were going to "get" her mother. The administration of our school district publicly stated that my statements were true, but in

"Drugs have been on our campus for the past five or six years. In the past year, 10 students were taken to the hospital from school because of overdoses."

private, I was told of their disapproval for displaying *our* dirty laundry to all. After a couple of weeks, the fury quieted, and things were almost back to normal.

In early July, I served on a critical issues panel concerned with violence and vandalism at the NEA's convention in Los Angeles. I was especially pleased by the interest that teachers indicated and their willingness to work toward solutions. The main drawback voiced by most teachers was fear—fear of retaliation for speaking out—fear of lack of community support—fear of losing their jobs, etc.

In August 1975, another surprise came my way. I pulled into my driveway to find a TV news crew waiting for me again. The reporter began, "Well, you've done it again."

"Not me," I replied, "I swear I've been quiet for almost two months, and I've done nothing. Why are you here?" The reporter went on to explain that they had been called by the authors of a petition which asked the school board to fire me because my actions and testimony had hurt the community. This petition would be read at the school board meeting the next night. The reporters asked if I would resign or retract my statements and I told them they were ridiculous for even suggesting this. I had no idea how many people had signed the petition, but I also knew that there was no legal basis for my dismissal. The school board obviously realized this also when the petition was read to them the next day because they refused to even comment. I learned later that the petition contained about 50 signatures and had been initially begun by some realtors in the area who felt that my statements had directly affected their income.

Through it all I have believed that teachers can and have made a difference, but that some things are beyond our control. The time has come for stepped-up involvement by everyone to help return the nation's classrooms to a state of normalcy so that we teachers can spend all our energies developing minds for the next generation.

"We need to return the nation's classrooms to a state of normalcy so that we teachers can spend all our energies developing minds for the next generation."

WHAT NEA AND ITS
ARE DOING ABOUT V

in Maine

NEA has taken several recent actions that reflect membership concern with school violence. Last April, former NEA President James A. Harris testified before the Senate Subcommittee on Juvenile Delinquency and urged Congress to set up a new national bureau to deal with the problems of youth in the schools.

NEA also has provided funds to one of its affiliates, the National Association of School Counselors for a project that will deal with ways teachers and counselors may work together in dealing with student behavior problems. It includes the establishment of a central clearing house to disseminate information about combatting behavior problems in schools.

At the NEA annual meeting last summer, the Representative Assembly passed the following resolution which tells what more than 8,000 delegates thought should be done:

Resolution 75-17. Positive Discipline

The National Education Association believes that an atmosphere of positive discipline is essential to promoting optimum learning in the school. The Association recognizes the concern for the discipline problem.

The Association believes that local affiliates should negotiate a process whereby teachers, parents, and students will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior. It encourages its affiliates to negotiate for services supportive of the classroom teacher.

Local affiliates should consider the development of public alternative schools or programs different from the traditional pattern and should work for community acceptance of varied educational methods.

The Association acknowledges the need for research which will identify effective discipline techniques. This research should serve as the basis of guidelines for publication.

The Association supports student and teacher rights and responsibilities in the education process. It supports legislation that will provide for disciplinary procedures within the education process that not only protect the student's right to a fair hearing but will also provide the classroom teacher with the authority to maintain internal classroom discipline, and control. The Association will work for court decisions that will support the teacher's right to have control of the education process of the classroom.

The Maine Teachers Association has launched an ambitious attack against violence and vandalism in its state.

Maine might seem an unlikely place for such concern; but concern here is one more example of unfortunate proof that disruption, disrespect, and destructive behavior are permeating schools throughout the nation.

MTA President Perham L. Amsden has appointed a five-member task force to tackle the critical and sensitive area of violent and disruptive behavior in schools throughout Maine.

Said Amsden in a recent interview in Augusta: "Teachers across the state are greatly concerned that teaching has in fact become a hazardous occupation. I feel it is clearly a responsibility of the teaching profession to take the leadership in looking for solutions."

Charles Greer, who chairs MTA's task force, said his committee is currently focusing on what conditions tend to initiate violent and/or disruptive behavior and what prevailing attitudes and measures are used to reduce such behavior and actions.

"In order to get a better perspective on the full extent of the problem in Maine, the task force is turning to the teaching profession itself," Greer said.

The vehicle for providing the information is a questionnaire, developed by the task force and distributed throughout the state to get a building-by-building assessment of the extent of violence and vandalism in the schools.

"When we have had a chance to compile the data and have a more accurate picture of the statewide situation, it is our intention to then involve the entire educational community, including parents, in frank discussions of extent, causes, and cures," Greer said.

Although violence and vandalism have not reached the intensity in Maine they have in other parts of the country, MTA believes that taxpayers should be concerned about the colossal teacher-energy, teacher-time, counselor-time, and administrator-time spent on trying to resolve the many behavioral problems that are a daily routine.

Said one teacher, "I think it's grossly unfair to have to spend 80 percent of my time with 20 percent of the students and 20 percent of my time with 80 percent of the students. It's making me very bitter."

Amsden said that while there have been a small number of physical assaults on Maine teachers, a larger number have been subjected to harrassment and damage to their property. Teachers have changed telephone numbers because of harassing calls;

in Kansas

Kansas-NEA, its UniServ directors, its Professional Rights and Responsibilities Commission, and its legal staff have been bombarded with appeals from teacher members because of the prevalence of violence and vandalism in Kansas schools.

One of the most prominent teachers in the state appealed to a UniServ director because she was literally in fear for her safety from a violent student. A teacher in central Kansas was harassed by students to the point of resigning. Even the windows in his home were smashed in the night. In another instance a teacher was terminated because of a disciplinary problem in which a child accidentally chipped his tooth. The school board apparently feared further legal proceedings by the child's parents. K-NEA is providing legal counsel for the teacher.

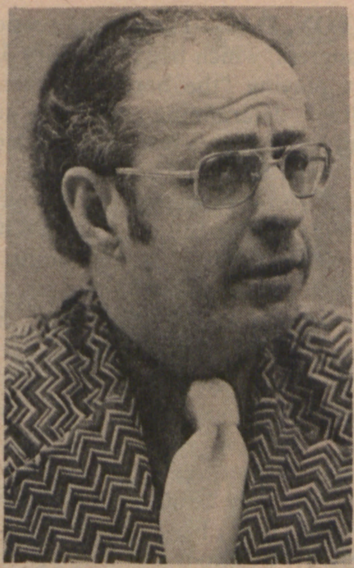
In Kansas all school boards are required to have student codes of conduct, but, according to UniServ staff, codes in board policies mostly collect dust.

K-NEA also has been actively seeking solutions to school violence and vandalism. Several local affiliates have negotiated student discipline articles in their master contracts. And K-NEA has a recommended example in its "Sample Contract Language" publication in the files of each affiliate.

K-NEA also established a reporting system from affiliates of any progress in the whole area of removing violence from the schools.

AFFILIATES
VIOLENCE

William Hunt, director of transportation for city schools in Bangor, Maine, inspects one of the many buses that routinely return after a run with seats slashed by students. "Even when we catch a student in the act and confront his parents, their response is: 'My kid wouldn't do that,' " Hunt said.



MTA President Perham L. Amsden says teacher training institutions and in-service programs need to include more practical training to equip the teacher with skills to both avoid and deal with disruptive behavior. "A course or two in adolescent psychology and a semester of student teaching is hardly enough."

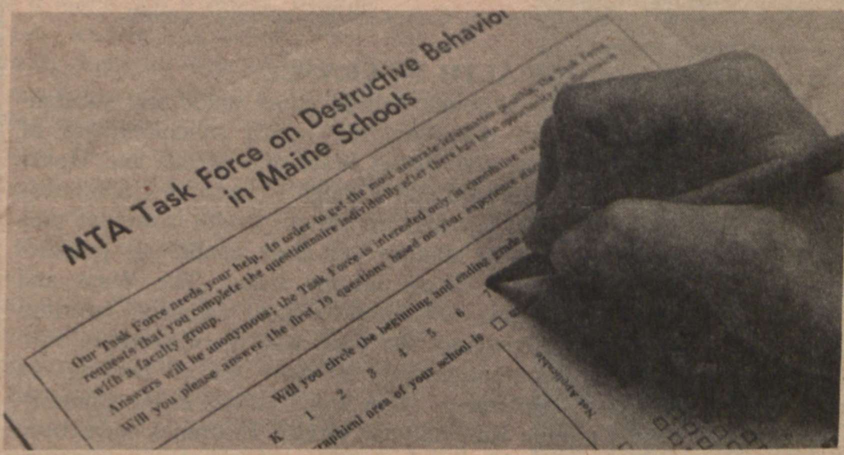
cars have been smeared with paint and radio antennas snapped off. School break-ins have resulted in damage to teachers' personal property.

"We do know that the cost of replacing stolen school supplies and equipment as well as the restoration costs for buildings and grounds has become a significant built-in cost to every school department," Amsden said. "And it has cut into the amount districts are able to spend on school supplies and learning materials."

Some schools have installed costly security systems, including police patrols, laser beams, and round-the-clock surveillance by custodial staff, Amsden continued. Supervisors of school buses in some communities are desperately trying to control the wanton destruction of seats. One community supervisor estimated the seat replacement cost alone to be as much as $5,000 annually.

"We cannot wait until we get the kind of difficulties that are reported in New York and other urban centers," Amsden said. "The problem is moving this way and it is time to take the initiative to look for solutions."

Amsden, Greer, and MTA's task force has taken MTA's concerns to the public through appearances on TV news conferences and through newspaper interviews. "The entire society needs to examine what is happening and rise above finding scapegoats by developing positive steps for improvement," he said. "That is what the task force hopes to accomplish by April—make some positive recommendations that will assist communities in changing the image of schools from a disgrace to a success."



A teacher fills out a questionnaire that is being distributed among teachers throughout the state to provide MTA's task force with accurate information and cumulative statistics about destructive behavior in Maine's public schools.

in Nevada

Teachers have been lobbying for stricter suspension rules and lowering the age of compulsory attendance in Wooster, Nevada.

Members of the Nevada State Education Association affiliate also have recommended to the school board beefed-up security measures and stricter enforcement of regulations to help alleviate the increasing incidents of violence, vandalism, and general school disruption.

Unfortunately, the situation here is somewhat typical of many school districts where the fact that problems exist are denied by the administration and the school board.

In Wooster, Nevada, teachers were compelled to write an open letter to the community through the newspaper, citing repeated instances of threats, fights, vandalism, and obscenity, after their appeals had been ignored by the administration. The administration's response was that teachers were using the discipline issue as a political football and that "the situation is really nothing out of the ordinary."

So teachers in Wooster, like many others in other places throughout the country, are faced with convincing the administration that the problem is indeed a fact, before it can really move on alleviating it.

Apparently, Wooster teachers have made an impact on the community. Stated an editorial in the *Reno Evening Gazette:* "It is difficult to believe that if discipline were not a problem, teachers would want to negotiate it. Things heard over the past few years make it seem unlikely that teachers are simply playing politics . . . administrators must face the fact that there is a problem, that 20 years ago students did not commonly swear at teachers, use foul language in the classroom, or threaten their instructors, and that they have no right to do so now."

The newspaper editorial further exhorted parents to support the teachers in demanding that the administration recognize that lack of discipline does indeed exist and that action is imperatively needed.

in Arkansas

The Arkansas Education Association's human relations and Instruction and Professional Development commissions recently sponsored a two-day conference on "Discipline and the Learning Environment."

Teams of teachers and administrators from districts around the state dramatized right and wrong ways to conduct due process hearings in the wake of the Supreme Court's *Wood v. Strickland* decision last year on student suspensions. A college drama class staged unfinished discipline problems for which the teams had to find solutions and a panel of high school students and a social worker presented their views on discipline.

Also at the conference, teachers divided into 15 small clinics and demonstrated new ways to make learning more interesting and so reduce discipline problems. Now the teams are back home planning follow-up discipline programs in their own local associations.

As a result of AEA's lobbying efforts, the Arkansas legislature recently created a 10-member commission on school discipline and enacted a law authorizing search without warrant for concealed guns, drugs or other contraband on school property. This new law also authorizes appropriate action for discipline, expulsion, discharge, or prosecution.

Congressional Update

NEA Lobbyists Face a New Ball Game

WASHINGTON, D.C.—The second session of the 94th Congress, which began January 19, will soon start playing "the hard ball game" in school funding—determining under new and binding statutory procedures how many federal dollars can be made available for education.

The budget reform processes which were tried out in 1975 will be fully tested as Congress deals with (1) the Administration's education budget for fiscal 1977 (under the new calendar, October 1, 1976-September 30, 1977); (2) supplemental appropriations for the current year; and (3) measures to provide funding for new programs scheduled to begin in fiscal 1976.

Under current budget ceilings adopted by Congress, approximately $700 million in supplementary funds may be appropriated in addition to the $7.5 billion provided last fall over President Ford's veto. NEA will press for fullest possible funding of programs which received inadequate support for the fiscal 1976 transitional quarter (July-September), and for funds to start new programs.

AGENDA FOR 1976

The Congressional agenda for 1976 also includes action on major NEA-backed legislation, including collective bargaining, retirement, extension of vocational and higher education laws, national health insurance, and other priorities (see NEA Legislative Program at right).

In the major education legislation passed in 1975, Congress cleared an NEA-backed bill (S 6—Public Law 94-142) making an important new federal commitment to the education of handicapped children. The measure is designed to assure the nation's eight million handicapped children a free and appropriate public education by expanding the authorization of federal funding to $3.2 billion annually by 1982.

HEALTH SERVICES

After overriding a Presidential veto by a wide margin, Congress in July renewed funding authority for a number of popular health services and nurse training programs. As cleared, the bill authorized a total of $1.4 billion in fiscal 1977 for family planning, community health centers, and other health services programs. It also authorized $553 million through fiscal year 1978 for the training of nurses.

In October, Congress overrode President Ford's veto of a bill to amend and extend the school lunch and other child nutrition programs. In this encounter, NEA won continuation and expansion of current programs as Congress rejected the Administration's efforts to consolidate and cut back federal nutrition aid.

EXTENDING AID

Subcommittees in both the House and Senate began drafting legislation to amend and extend expiring vocational and higher education programs, including student assistance. The Senate Education Subcommittee is working on an omnibus bill which also includes extension of authorizations for the National Institute of Education (HEW's educational research and development arm).

Political and financial developments stalled Congressional action on national health insurance proposals in 1975. Leery of the budget impact of a major new social program, the Administration withdrew its support for health insurance, and major interest groups did not pressure Congress for speedy action.

HEALTH INSURANCE

Although neither panel made any substantive decisions, the health subcommittees of both the House Ways and Means and House Interstate and Foreign Commerce Committees held hearings on various health insurance proposals, staking out their conflicting jurisdictional claims on the issue. The Ways and Means subcommittee held extensive hearings throughout the year, and the Commerce subcommittee held a short set of hearings in December. NEA and its allies in the Committee for National Health Insurance have been working with the House leadership in attempts to break the jurisdictional impasse and are lobbying for a universal coverage bill (the Health Security Act sponsored by Senator Kennedy and Representative Corman). Further committee action is expected early in the 1976 session.

A similar jurisdictional dispute last year killed a bill that would have provided federal funds to provide health insurance for unemployed workers.

A PARTICIPANT IN THE FIRST NEA INTERNATIONAL INSTITUTE in London, Barbara Norvell (left), joins boys from Oaklands Junior Mixed Infants Schools and their coach on the way to a soccer game. Norvell, from Lincrest School in Yuba City, California, enrolled in NEA's International Institute last fall. She is working on a program for developing reading skills through dramatics. She met British teachers, attended seminars at the University of London, and took part in the cultural life of London. Information about the NEA Institute is available from Natalie Gladstone, NEA Special Services, at NEA Center.

NEA LEGISLATIVE PROGRAM

94th Congress Second Session, 1976

NEA's legislative program is based on specific objectives which the Association will pursue in the 94th Congress under the authority of official resolutions adopted by the Representative Assembly in July, 1975. Following are the seven major legislative objectives for the 1976 session.

- **Collective Bargaining**

NEA supports federal legislation to guarantee full collective bargaining rights for teachers and other public employees. A federal bargaining law should provide an optimum balance of power between employee organizations and employers and should guarantee the rights and remedies of each party in the bargaining process. Should existing or future state laws governing bargaining contain stronger provisions than the federal statute, state law provisions would take precedence.

- **Public Education, Preschool-Grade 12**

NEA proposes that the federal government guarantee a national standard of quality education for all public schools and broaden the base for school support in order to equalize educational opportunity for all children. General aid for public elementary and secondary education must be available to all pupils and programs as determined by local and state plans for improving educational opportunity and must be available through state and local education agencies. To guarantee that sufficient funds will be available, the federal share of fiscal support for elementary and secondary schools must be one-third of the total expenditure. Categorical grants must appropriately supplement general purpose grants to stimulate the development and implementation of education programs of critical national concern.

- **Higher Education**

NEA believes that the federal government should provide a basic foundation program for postsecondary education that allocates one-third of the cost from federal revenues. This federal contribution should take the form of flexible programs of direct financial assistance to each individual who has the capacity for further self-improvement and who wants to continue the educative process. The federal contribution should take into account both financial need and academic promise, and no individual should be discriminated against or be given preferential treatment in student aid programs on account of race, sex, creed, or national origin.

- **Vocational and Career Education**

NEA believes that each child must be provided, from an early age, the opportunity to be exposed to a wide range of career choices. NEA will support legislation establishing programs to provide such opportunities throughout the entire education system.

- **Teacher Retirement**

NEA supports legislation which would increase the freedom of the nation's teachers to move employment across state lines without substantial loss of retirement benefits due to artificial restrictions on portability. NEA seeks to exempt employee contributions to retirement plans from taxation until such time as the employee has effective control of the money. Moreover, NEA will support legislation granting retirement income tax credit to teachers and other public employees so that they will face minimal tax rates upon retirement in a period of reduced income.

- **Copyright Revision**

NEA seeks legislation which, while not seriously abridging the rights of those who create materials and should derive profit from them, nonetheless guarantees the teacher's right to use the materials in teaching. Such legislation would include provision for limited, not-for-profit use of copyrighted materials.

- **National Health Security**

NEA supports federal legislation to provide comprehensive coverage of hospitalization charges, physicians' services and fees, and prescription drug expenses to all persons, regardless of age or income, who are citizens or residents of the United States.

Copies of the full text of the NEA's Legislative Program may be obtained from the Office of Government Relations, at NEA Center.

Setting the Record Straight

Child Care Program Does Not Threaten Families

A vicious propaganda campaign against the pending Child and Family Services Act (HR 2966, S 626) is being waged across the country. Unattributed flyers full of distortions and untruths are being circulated in churches, shopping centers, and the news media. The attack on the bill repeats much of the rhetoric used at the time President Nixon vetoed the similar Child Development Act of 1971.

The flyers condemn the bill as a design for imposing "the Soviet-style system of communal child-rearing." They contend the legislation contains two features which are nowhere in the bill—a "child-advocacy clause" which would have government-appointed specialists assuming the parent's authority over the child, and a "charter of children's rights" which would permit children to sue their parents, to file complaints against teachers and parents, or to refuse to be taught anything about God.

There is no truth to this campaign. NEA supports the measure, which authorizes such programs as day care centers and family day care homes for children of working parents, prenatal and other maternal and child health services, food and nutrition services, and special programs for handicapped children.

All programs under the law would be provided on a voluntary basis only to children whose parents or legal guardians request such services. Parents would have more authority and control over the programs funded under this bill than they now do over most public school or day care programs. And the federal government would not dictate the nature of the program in any given locality.

In testimony before Congress last year, NEA supported the bill, urging the enactment of language that would help states and local communities provide day care services, including early childhood development programs, health services, public community centers for the seriously handicapped, and family counseling. NEA called for the maximum involvement of educators and parents at the operational and administrative levels, asked that public school systems be permitted to act as prime sponsors of day care programs, and urged that funds be provided for training and retraining of personnel for the federally assisted programs.

PUERTO RICO UNIFIES - DELEGATE VOTE OVERWHELMING

SAN JUAN, PUERTO RICO—In what was said to be the largest margin for a major amendment to their constitution in many years, teacher delegates to the representative assembly of the Asociacion de Maestros de Puerto Rico (AMPR) on December 23 voted 600 to 26 for unification with NEA.

AMPR's action brings to 53 the number of NEA affiliates who have unified with NEA, completing NEA's goal for unification in all 53 state affiliates, including its overseas' affiliate, the District of Columbia, and now Puerto Rico.

With unification of AMPR and its 27,000 members, "we will now enter the Bicentennial year of our Republic unified in spirit and close to 1.8 million strong in membership," said NEA President John Ryor. Only four affiliates had remained nonunified when 1975 began. All have since unified.

KEY TO THE FUTURE

President Ryor spoke to the representative assembly at the El San Juan hotel here. Said Ryor to tumultuous applause: "Unification is the key to the future. We as teachers must take the lead to provide for Puerto Rico the kind of education you know the island needs. But you cannot do it alone. All together, working cooperatively, we can help achieve what you so desperately want for your children. Your program can be accomplished if we work together."

Following announcement of the vote results on December 23, delegates charged to the front of the large meeting room with shouts of jubilation, danced in the aisles, grabbed NEA and AMPR flags and joined them together in a spirit of true unity.

The action by Puerto Rico's teachers brings to a triumphant conclusion a 30-year chapter of growing unity for the nation's teachers begun when the first state—Oregon—unified in 1944. That year, NEA had 271,847 members. The intervening years have brought unprecedented expansion and change, particularly in recent times when public sector organizing and bargaining has been the only major growth area in American labor. In 1974-75, NEA membership reached 1.7 million—the sixth record high in a row and a 15 percent jump over the previous year—with growth averaging almost 4,200 members a week.

Speaking in Spanish, NEA President John Ryor urges the delegate assembly of the Asociacion de Maestros de Puerto Rico to vote for unification. "All together, working cooperatively, we can help achieve what you so desperately want for your children," he said.

LOUISIANA ASSOCIATIONS APPROVE MERGER PLAN

BATON ROUGE, LA.— At a joint meeting here December 6, the NEA-affiliated Louisiana Education Association and the Louisiana Teachers Association announced that their representative assemblies had approved guidelines for merger.

A ten-member merger implementation committee will work on a new constitution, procedures for election of officers, and other details of merger which will be presented for ratification by both associations when they meet in November 1976.

Before the vote, NEA President John Ryor predicted that "a positive vote on the proposed merger plan will help end the era of separate teacher associations in the South and will allow Louisiana teachers to become a significant part of the most dynamic movement in the nation." If combined into one association, LEA, with a membership of 10,700, and LTA, with a membership of more than 28,000, would represent 90 percent of the state's educators.

"When a majority of teachers are together in one statewide association," Ryor said, "we can begin to explore the possibility of bringing Louisiana into the Coalition of American Public Employees." He said that a coalition involving Louisiana's teachers and the thousands of other public employees in the state would represent "a powerful political force which could produce dramatic benefits for all public employees in Louisiana."

If the merger plan is approved, Louisiana will be the last state to merge mostly black and mostly white statewide associations.

NEA Membership Passes Million Mark Early in Campaign Year

WASHINGTON, D.C.—Just three months into the 1975-76 enrollment campaign, NEA membership—recorded by the national computer—has already reached 67.6 percent of 1974-75 year-end totals. Membership Records reports an estimate of 1,385,000 memberships processed as of January 1, 1976. However, this figure should swing dramatically upward by the first of this month when all state enrollments—transferred to NEA for a January 15 deadline—have been tabulated.

As of early December, six states had already forwarded sufficient membership to NEA's computer to exceed their previous year's total. These states are: California, Idaho, Maryland, Texas, Utah, and Wyoming. In its first year of unification, Texas has nearly tripled its membership to date.

Field reports, which also include memberships not yet transferred to NEA Center, indicate local and state affiliates had actually enrolled 97.1 percent of the 1974-75 NEA membership total by early December 1975.

"It's time to get the children out of the factory and back into the classroom where they belong."

Terry Herndon

STANDARDIZED TESTS MUST GO, HERNDON SAYS

SAN FRANCISCO—Standardized tests are "like a lock on the mind, a guard at the factory gate," NEA Executive Director Terry Herndon said here recently. "The only real beneficiaries, aside from the test marketers themselves, are insecure school managers striving for comfort in their relations with school boards, legislators, and governors."

In a speech at a Commonwealth Club luncheon here, Herndon said the tests follow the technical/industrial model in which teachers are treated like assembly-line foremen and students are treated like cars. "It's time to get the children out of the factory and back into the classroom where they belong," the former Michigan teacher declared.

Herndon explained he was talking about such things as college board tests, achievement tests given to elementary and secondary school children, graduate record exams, and the so-called IQ tests—in fact, any test that compares performance to predetermined norms and is administered in identical form to large numbers of students.

Current public dissatisfaction with the schools—including test scores—relates to the public mood which tends increasingly toward fear, cynicism, and frustration, he said. "Apparently, it's a mood that, in the absence of a unifying national leadership, moves a great many of us to lash out indiscriminately, taking insufficient care to identify the enemy," said Herndon. He pointed out that polls show a loss of confidence in business and government, and to only a slightly less degree in virtually every other institution of authority.

Teachers' strong feeling that standardized testing has come to constitute a serious threat to their ability to perform as professionals in the classroom was dramatized this year in East Whittier, Calif., where, for the first time anywhere, standardized testing became the central issue in bargaining between school teachers and school management.

The explanation of the teachers' deep feelings lies partly "in the emergence of a new dynamic—in the American workplace—the professional union," Herndon told the California group.

"Professional employees . . . not only care about the product—they are willing, if need be, to *strike* for quality," Herndon asserted. "And this, believe me, is what is at the heart of teacher unrest in this country."

It is the concern for quality education that has caused NEA to call for a moratorium on standardized testing—in East Whittier and across the nation, the executive director noted. Declaring that "standardized testing must go," he offered the following reasons:

- Education is a very complex process—entirely too complex for the most involved standardized test to measure.
- People disagree on the goals of education. Some parents want job preparation; some, college acceptance; others, mere custodial care or something else. Yet standardized tests take for granted that everybody places equal value on whatever skill is being tested.
- Testing fosters big brotherism. "The assumption behind the tests," Herndon explained, "is that kids don't know what is good for them, parents don't know what is good for their children, and even teachers can't be trusted."
- Testing encourages conformity at the expense of creativity.
- Standardized tests fail to do what is claimed for them.

INTERIM FINANCIAL REPORT TO NEA MEMBERS

John T. McGarigal
Secretary-Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
NOVEMBER 30, 1975

ASSETS	GENERAL FUND	CAPITAL IMPROVEMENT FUND
Cash	$ 8,581	
Accounts Receivable:		
Membership dues	28,176,474	
Publication sales and advertising	252,673	
Notes Receivable from National Affiliates	244,000	
Due from Departments, National Affiliates and Associated Organizations	77,360	
Due from Special Purpose Funds	131,834	
Investments, at cost:		
Marketable Securities	241,682	
Pooled Investment Fund	1,910,408	
Reston Property	916,446	
NEA related corporations	30,000	
Other assets	580,864	
Fixed assets, at cost:		
Land		$ 2,024,692
Building		11,635,213
TOTAL ASSETS	$32,570,322	$13,659,905
LIABILITIES AND FUND BALANCES		
Accrued vacation and other benefits	$ 2,729,018	
Accounts payable and other liabilities	1,176,667	
Funds held for Departments, National Affiliates and Associated Organizations	342,636	
Funds held for Special Purposes	832,307	
TOTAL LIABILITIES	$ 5,080,628	
Fund Balances:		
Operating Surplus	27,489,694	
Capital Improvement Fund		$13,659,905
TOTAL FUND BALANCES	27,489,684	13,659,905
TOTAL LIABILITIES AND FUND BALANCES	$32.570,322	$13,659,905

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES BY GOAL
FOR THE THREE MONTHS ENDED NOVEMBER 30, 1975

INCOME	BUDGET	ACTUAL
Membership dues	$40,217,000	$26,956,292
Advertising	500,000	274,836
Publication sales	350,000	175,333
Interest income	75,000	33,453
Fees and Services, principally from Affiliates and Other Organizations	500,000	112,448
Miscellaneous	100,000	(28,006)
	41,742,000	27,524,356
EXPENDITURES		
An Independent, United Teaching Organization	5,921,454	1,219,021
Professional Excellence	4,274,781	1,193,143
Economic and Professional Security for all Educators	4,040,378	889,378
Significant Legislative Support for Public Education	1,967,243	345,654
Human and Civil Rights in Education	3,442,175	748,514
Leadership in Solving Social Problems	193,165	64,732
Research	645,125	160,974
Communications	2,193,236	471,401
UniServ	8,948,818	3,155,125
Administration	2,897,008	518,191
Business and Financial Management	4,735,472	918,545
Governance	2,483,145	399,468
	41,742,000	10,084,146
Excess of income over expenditures		$17,440,210
Salaries and Benefits		$ 3,086,183
Joint projects with State and Local Associations		4,020,145
Travel		988,074
Publication costs		919,325
Office expenses (telephone, offices supplies, other)		358,252
Administrative expenses (interest, insurance, rent, other)		147,928
Outside services (legal, audit, consultants, other)		272,343
Machine rental and repairs and materials and supplies		330,893
Less recovery of costs		(38,997)
TOTAL EXPENDITURES		$10,084,146

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF SOURCES AND USES OF FUNDS
FOR THE THREE MONTHS ENDED NOVEMBER 30, 1975

SOURCES OF FUNDS:		
Collection of Membership Dues Relating To:		
Fiscal Year 1975-76	$ 1,792,206	—
Fiscal Years 1975 and Prior	3,687,928	—
Notes Receivable from Prior Years	22,846	—
Other Membership Receipts	13,412	$ 5,516,392
Publication Sales and Advertising		319,577
Proceeds from Matured Certificates of Deposit		3,000,000
Excess of Receipts Over Disbursements for Departments, National Affiliates and Associated Organizations		25,488
Excess of Receipts Over Disbursements for Special Purpose Funds		7,417
Fees and Services for Affiliated and Associated Organizations, Special Projects and Outside Organizations		112,488
Interest on Membership Dues		17,153
Other		98,223
TOTAL SOURCES OF FUNDS		$ 9,096,698
USES OF FUNDS:		
Cash Disbursements for Budgeted Expenses		$10,830,225
Indemnification Payments to States for Loss of Membership		282,273
Commissions and Production Charges for Advertising		29,300
TOTAL USES OF FUNDS		11,141,798
Net Decrease in Cash for the Three Month Period		(2,045,100)
Cash Balance, August 31, 1975		2,053,681
Cash Balance, November 30, 1975		$ 8,581

COLORADO SPRINGS STRIKERS WIN PAY RAISE

COLORADO SPRINGS, COLO.—Schools opened here January 5 with better paid teachers back on the job after a 12-day strike that began on December 4.

Settlement of the strike was reached only hours before schools closed for the Christmas holidays. Striking teachers—members of the Colorado Springs Teachers Association voted 899 to 76 to accept the District 11 school board's latest salary proposal, thus ending the first teacher strike in the city's history and the longest in Colorado.

The salary offer was identical to the one the board had offered December 17. The teachers rejected it because it contained insufficient amnesty provisions for the 1,200 CSTA members who walked out in a dispute over a 1976 contract.

TWO-YEAR CONTRACT

The new two-year contract—the board originally wanted only a one-year pact—calls for an increase in the base salary from $8,500 to $9,000 beginning January 1, 1976. Experience increments—one of the key issues in the strike—will be increased from $400 to $430 on all steps of the salary schedule beginning September 1, 1976. On January 1, 1977, the base will rise to $9,500 and increments will be raised to $475.

Amnesty provisions include: (1) striking teachers return to the same positions they occupied prior to the strike; (2) there will be no board retaliation against members of the CSTA negotiations unit, nor any teacher who participated in the walk out; (3) there will be no retaliation against CSTA members for picket activities; (4) there will be no strike-related entries made in teachers' personnel files; and (5) teachers close to retirement who participated in the strike retain full-service credit.

STRIKE BREAKTHROUGH

The breakthrough in the strike came via a series of meetings between CSTA President Phil Moeckli and the school board after formal negotiations had broken down. When it appeared both sides were deadlocked and the strike might extend into the new year, Moeckli, with the assistance of the Colorado Education Association, asked Gov. Richard Lamm to intervene and get the school board back to the bargaining table. The governor equivocated, first promising he would intervene and then doing nothing, except refusing to allow the State Department of Labor to take the dispute.

Sealing the verdict to strike, members of the Colorado Springs Teachers Association overwhelmingly reject a fact finder's recommendations to settle a contract dispute between CSTA and the District 11 school board. Two days later, the teachers voted 903 to 408 to strike for the first time in the city's 100-year history.

The basic issue in the strike was teachers' salaries, particularly yearly experience increments to keep pace with the city's high cost of living. Until the settlement, Colorado Springs teachers started at $8,500, received a $400 raise after one year, but were not raised again until after 15 years of experience unless they received credit for additional education.

By contrast, the district superintendent receives $40,000 yearly, his deputy (who is no longer with District 11 but still on the payroll) $31,000, a high school principal $27,109, a junior high principal $23,096, and an elementary school principal, $23,848.

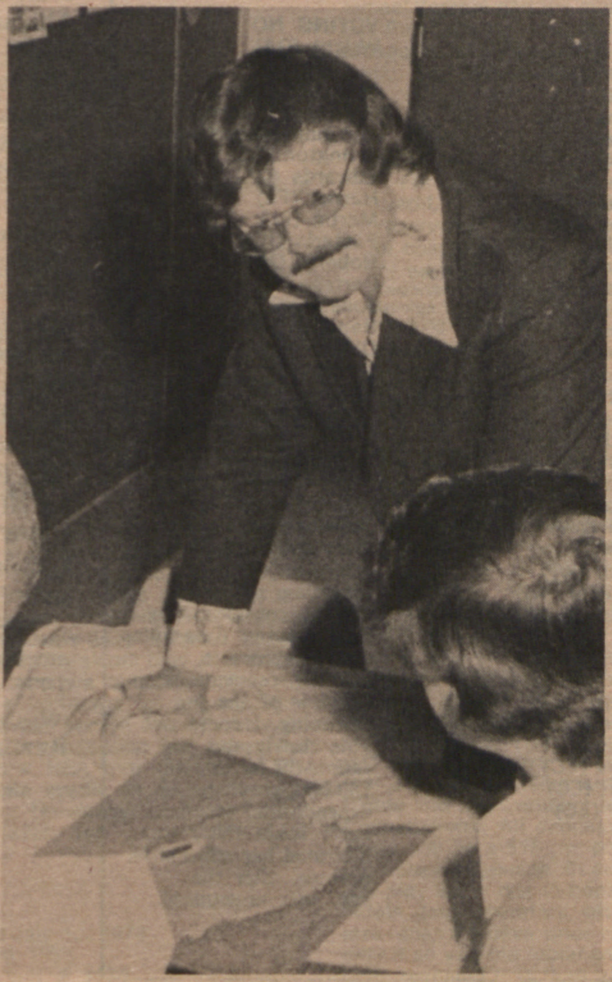
Fired for Criticizing His Principal

NEVADA SCIENCE TEACHER REINSTATED

LAS VEGAS, NEV.—Junior high school science teacher Jim Rathbun, suspended last year after he criticized his principal, has won reinstatement and more than $12,000 in back pay. Litigation on his behalf was financed by NEA's DuShane Emergency Fund, the Nevada State Education Association, and the Clark County Classroom Teachers Association.

U.S. District Court Judge Charles Thompson, ruling that Rathbun should not have been suspended without pay and later dismissed for seven unwarranted reasons, including that he showed little respect for his principal, declared: "In a society such as ours, where so much importance is placed upon an individual's freedom of expression," the principal "must learn to accept a certain amount of criticism." Rathbun, it was charged, had belittled his principal in a classroom discussion at the University of Nevada, Las Vegas.

The court also found that the school district failed to provide Rathbun with written notice of his supposed deficiencies or time to correct them.



Science Teacher Rathbun
$12,000 in back pay

NEA CONFERENCE SET ON WOMEN'S RIGHTS

WASHINGTON, D.C.—"Women's Rights: A Force for Educational Equity," will be the topic of NEA's 15th National Conference on Civil and Human Rights in Education. The conference will be held at the Sheraton Park Hotel here February 19-22.

The conference is designed to help participants understand the denial of educational equality to women of all races and ethnic groups and to learn about ways to apply nonracist methods for eliminating sexism in schools.

Featuring nationally known speakers, the meeting will include general and issues sessions and strategy workshops. Issues sessions will focus on curriculum, teacher behavior, management, organization, and other topics in early childhood, K-12, and higher education. Strategy workshop topics include Collective Bargaining; Coalition Building for Achieving Equity—Minority Women and White Women; Male Sex Role Stereotyping in Education; and Sexism, Research, and Higher Education.

Cost for NEA members (including a $5 discount on registration and reception fees) is $64.50; cost to nonmembers is $69.50. Address all inquiries to Shirley McCune, Teacher Rights, at NEA Center (phone 202 833-4225).

NEA Board Acts on New York Pullout Move, Condemns 'Anti-Teacher' AFT Actions

WASHINGTON, D.C.—The NEA Board of Directors' December meeting was devoted primarily to reaffirming NEA's stand on basic principles as the directors acted on the disaffiliation steps taken by NEA's New York affiliate and condemned recent attacks on bargaining by the American Federation of Teachers.

The Board expressed its "grave concern" over steps toward disaffiliation taken by the New York State United Teachers (NYSUT) and reiterated NEA's wish for New York teachers to remain within the Association. In line with this, the Board passed Agenda Item #26 authorizing the NEA president to negotiate with NYSUT leadership to resolve "existing tension" but mandating that any resolution must be within three parameters: "Any agreements must be compatible with the constitution, bylaws, and policies of the NEA; NYSUT will regularly and fairly present the NEA program and activities in its regular publications; and NYSUT will commit to compliance with the constitution and bylaws of the NEA in a manner required of all affiliates."

NEA President John Ryor outlined the chronology of events involved in the current New York situation, including recommendations by the NYSUT executive committee and board that the NYSUT delegate assembly vote in March to disaffiliate from NEA. The latest NYSUT communication, noted Ryor, was a December 9 letter in which NYSUT President Tom Hobart stated that before it would think about reconsidering the steps toward disaffiliation, NEA would have to: withdraw the "NEA in New York" service and communications project; withdraw the February Board action authorizing the NEA executive director to take steps to accurately portray NEA activities and policies to New York teachers; and agree to an "open-ended" agreement that NEA would not disaffiliate NYSUT as long as it stayed unified and paid dues.

Ryor had met with Hobart concerning the demands in the letter, he told Board members, but had been forced to explain that the proposals "fly in the face" of NEA's constitution and Board policies. He stressed that NEA's New York project is not, as alleged by NYSUT, a preliminary step in a "plot" to throw NYSUT out of NEA. He said it is simply a program to increase NEA visibility and provide additional services to teachers—and is similar to projects in other states. And, though NYSUT will have to comply with NEA constitutional requirements like all other states, Ryor noted, there are certainly no plans in the works at this time for NEA to move to disaffiliate New York.

NYSUT AMENDMENTS REJECTED

Prior to taking its position on New York, the Board, after lengthy debate, rejected three NYSUT-proposed amendments which would have accomplished the letter's demands. In addition to cancelling the New York project and forbidding NEA staff to go into New York, the NYSUT amendments would have had the Board reinterpret the 1972 NEA Representative Assembly policy prohibiting AFL-CIO-related mergers. NYSUT wanted the Board to commit itself to the position that NYSUT would never have to adjust its constitution to comply with NEA's in any way, including the requirements for secret ballot and ethnic minority guarantees.

During the debate, NYSUT President Hobart stated flatly that "our position on the three issues [in the letter] can't be negotiated. The constitution that we have has to be accepted and the project dropped" before negotiations can be considered. He further charged that forces had been in motion since the merger to disaffiliate NYSUT.

Other directors strongly disagreed. Gene Duckworth of Michigan, for example, expressed "surprise at the New York attempt to make it look like" NEA action was the impetus for NYSUT's disaffiliation moves. "The effort has been to get through with the truth," he stated, "rather than the 'we, you, they' concept."

The vote to reject the NYSUT proposals was 112 to 11, with 1 abstention and 5 absent. Item #26 was then approved by voice vote.

STRIKEBREAKING CONDEMNED

In other action, the Board of Directors overwhelmingly condemned, "as destructive of teacher unity," recent "anti-teacher" attempts by the American Federation of Teachers to organize strikebreakers in South Point, Ohio, and to press court cases against the principle of exclusive representation. Although AFT President Albert Shanker backed out of the South Point effort to organize strikebreakers at the expense of association teachers fired for striking, Ohio's Ed Dickau said Shanker's excuse of a "communications mix-up" was nothing more than "thinly-veiled backpedaling" and was "one of the cheapest shots" by AFT he had ever seen.

The court cases by AFT locals fighting exclusive representation rights can destroy bargaining itself and are already doing vast damage. Texas director Ruth Amend of Ft. Worth told how "about 50 disgruntled members" have formed an AFT chapter and have brought suit "to get every right" that the 3,200-member association has except the right to bargain itself—"and they'll probably ask for that next." NEA General Counsel Robert Chanin stated that the suits endanger not only exclusivity "but contend that collective bargaining itself is illegal for all public employees." "The issue is not a bulletin board, and it's not a failure of communications," he said, "but a coordinated AFT attack. Basic rights to bargain are at stake."

The Board also approved minutes of its September meeting, which included one roll-call vote. At its February 1975 meeting, the NEA Board voted to require that roll-call votes of the Board be published in the NEA REPORTER. The September vote appears at left.

ROLL-CALL VOTE ON BUILDING RENOVATIONS

Motion: MC GARIGAL-MC GUIRE
To appropriate the amount of $80,000 for building renovations and furnishings to (1) accommodate the housing of full-time Executive officers in appropriate office space; (2) accommodate the Office of International Relations on the Eighth Floor in proximity of the Executive Office; (3) provide additional office space for the members of the Executive Committee; (4) create meeting space to substitute that displaced by the foregoing; and (5) recondition approximately 2,500 square feet of Eighth Floor office space which has been vacant for three (3) years. Further, authorized this expenditure from the 1975-76 contingency funds.

(111—YES, 1—NO, 13—NOT VOTING)

VOTING YES
Butler (AL)
Lipscomb (AL)
Potter (AK)
Elliott (AR)
Marshall (AR)
Eddy (CA)
King (CA)
Lamb (CA)
Slivkoff (CA)
Tinson (CA)
Boggs (CO)
Petrocco (CO)
Bell (CT)
Rossomando (CT)
Gates (DE)
Murphy (DC)
Cantey (GA)
Husbands (GA)
Fujimori (HI)
Ducker (ID)
Loyd (IL)
Mack (IL)
Rich (IL)
Denny (IN)
Hock (IN)
Mitchell (IA)
Shearer (IA)
Peterson (KS)
Swanson (KS)
Nall (KY)
Pessarelli (KY)
Pringle (LA)
Sanders (ME)
Eberly (MD)
Washington (MD)
Flanagan (MA)
Schutt (MA)
Christian (MI)
Duckworth (MI)
Jackson (MI)
Kosa (MI)
Safronoff (MI)
Urseth (MN)
Woodard (MN)
Woods (MS)
Keeling (MO)
Kallin (MT)
Kriha (NB)
Conrad (NV)
Sargent (NH)
Blackburn (NJ)
Davenport (NJ)
Gibson (NJ)
Stilwell (NJ)
Neblett (NJ)
Watkins (NM)
Blank (NY)
Carter (NY)
Cea (NY)
Cole (NY)
Duesberg (NY)
Hobart (NY)
Kafka (NY)
Pisa (NY)
Streiff (NY)
Washington (NY)
Johnson (NC)
Lewis (NC)
Kolsrud (ND)
Dickau (OH)
McDonald (OH)
Savage (OH)
Traxler (OH)
Willcox (OH)
Dyer (OK)
Kidd (OK)
Smith (OR)
Jewett (OV)
Freitag (PA)
Hackett (PA)
MacRae (PA)
Mello (RI)
Watkins (SC)
Taylor (SC)
Beasley (TN)
Benson (TN)
Lewis (TN)
Reininger (TX)
Stephenson (TX)
Williams (TX)
Wankier (UT)
Chaffee (VT)
Lawrence (VA)
Moody (VA)
South (VA)
Armbrust (WA)
McDaniels (WA)
Noell (WV)
Blank (WI)
duVair (WI)
Niemeier (WI)
Blakeslee (WY)
Tate (GA-MAL)
McGuire (EC)
McGarigal (EC)
Bowser (EC)
Cummings (EC)
Harrison (EC)
Marks (EC)
Wynn (EC)
Ryor (EC)

VOTING NO
Wright (GA)

NOT VOTING
(includes absentees and nonrespondents)
Arrington (AZ)
Edwards (CA)
Harner (FL)
Martin (FL)
Pasteris (IL)
Roberts (MA)
Cortese (NY)
Jones (NC)
Benedetti (PA)
D'Andrea (PA)
Smith (SD)
Amend (TX)
Dattola (EC)

Daniel Wright (GA) voted in the negative and submitted the following statement: "I requested and was denied information regarding additional options considered by the Executive Committee with reference to building renovations. In view of the foregoing, I could not vote clearly and rationally for an $80,000 proposed expenditure."
Ruth Jones (NC) indicated her affirmative position after the vote was announced.

This summer, share the Spirit of '76 abroad.

Prepare *NOW* For Your NEA Educational Tour To Any of These Exciting Lands.

Please refer to the GENERAL INFORMATION section for rules and regulations applicable to tours/flights. Prices, dates and itineraries are subject to change.

Preliminary planning is a *must* for enjoyable travel. Delays in obtaining passports and visas, or in making credit arrangements, can often lead to needless frustrations. To better serve you, NEA Travel has extracted from the next edition of ECO information on tours that require some more-than-average time for preparation. This little extra time for planning will help make each of these exciting tours even more enjoyable. Therefore, *early* registration is urged. For additional details on any of the tours listed in this issue, send your inquiry to NEA Travel, attention "Around the World."

The next edition of ECO will be mailed to you shortly. It will include all the Educational Travel Tours for the coming summer. TO ASSURE DELIVERY OF YOUR COPY, MAKE SURE YOUR ADDRESS IS CORRECT AT NEA MEMBERSHIP/RECORDS. WRITE TO ROOM 602E, NEA CENTER, TO MAKE ADDRESS CORRECTIONS.

AFRICA, WORLD OF CONTRASTS (AF-1,2)

AF-1 July 2-Aug. 3, 1976
AF-2 July 9-Aug. 10, 1976
$3295 from New York, based on excursion airfare: IT5PK1NEAFI-2
A few singles available at supplemental rate

HIGHLIGHTS:
Tour Dakar, Senegal and Abidjan, Ivory Coast. In Ghana, visit Accra, the capital; the University of Ghana; and Kumasi. In Kenya, drive through the rain forest to Aberdare/Mt. Kenya; visit Nakuru and Lake Nakuru National Park and the Great Rift Valley; Amboseli/Tsavo Park and other game reserves within sight of Mt. Kilimanjaro; sightsee in Nairobi, the capital, and Mombasa, including Shanzu Teachers College. In Tanzania, visit Serengeti National Park, Olduvai Gorge and Ngorongoro Crater, viewing game. Continue on for more sightseeing in Lusaka/Victoria Falls, Zambia and Cairo, Egypt. Open to NEA members, relatives, friends.

TOUR FEATURES:
• Round-trip jet transportation via Air Afrique; inter-Africa travel by motorcoach, VW mini-bus and/or Land Rover • Accommodations in first-class hotels with private bath, double occupancy; overnight hotel accommodations in New York prior to departure • Three meals daily while outside U.S.A., per custom of the country • Round-trip transfers between airports and hotels • All tips and baggage handling for one medium-sized suitcase • NEA tour director • **Optional academic credit:** on AF-1 available through George Washington University; on AF-2 through Western Illinois University

RUSSIAN ODYSSEY (RC) A CHARTER TO THE SOVIET UNION!

July 3-14, 1976
$795 from New York, based on affinity charter airfare.

HIGHLIGHTS:
5 nights in Moscow; 5 nights in Leningrad; daily sightseeing program to all major points of interest, with some leisure time.

TOUR FEATURES:
• Round-trip transportation via Pan American World Airways Boeing 707 jet, capacity of 180 passengers. Scenic day train between Moscow and Leningrad; (includes departure taxes) • Accommodations in first-class hotels with private bath, double occupancy • Three meals daily • Transfers and porterage between airports/train stations and hotels (baggage weight limited to 44 lbs. per person) • English-speaking Intourist guides • NEA tour director
Air/land cost breakdown: Land cost $383.91 including tax and service charges; airfare $411.09. Airfare subject to increase on a pro rata basis should the number of participants be fewer than 180. NEA membership of 6 months duration is required.

SOUTH PACIFIC CALLING (SPC) INCLUDING TAHITI

July 10-Aug. 2, 1976
$2750 from San Francisco, based on GIT airfare: IT5QF11233
Single Supplement: $390

HIGHLIGHTS:
In Australia visit Sydney, Canberra, Melbourne, Alice Springs, Ayers Rock, Cairns, Great Barrier Reef. Cruise on Hawkesbury River; visit a sheep station, a koala sanctuary, St. Kilda Arts Center, Standley Chasm, Simpsons Gap. Continue to Christchurch, New Zealand, via Tasman Sea flight. Optional excursion to Tasman Glacier available. Visit Queenstown and cruise to Milford Sound. Continue to Rotorua and its thermal area. Visit a Maori village and attend a Maori concert. Drive to Auckland, capital of New Zealand. Continue to Papeete, Tahiti, for two days of relaxation and a full-day excursion to the fabled island of Moorea. Return to Los Angeles.

TOUR FEATURES:
• Round-trip transportation via Qantas Airways 747 jet and connecting carriers; ground transportation by private motorcoach • Accommodations in first-class and deluxe hotels with private bath, double occupancy • 1 dinner and 7 lunches • Round-trip transfers between airports and hotels • All tips and taxes in connection with scheduled tour activities • NEA tour director

NEA GRAND PACIFIC HOLIDAY (GPT) NEW FOR 1976 BALI, HONG KONG, MANILA — 14 DAYS, 12 NIGHTS

TOUR	DATES	DEPARTING CITIES
GPT-1	Jun 30-Jul 14	New York
GPT-2	Jul 8-Jul 22	Philadelphia
GPT-3	Jul 12-Jul 26	Chicago
GPT-4	Jul 16-Jul 30	New York
GPT-5	Jul 24-Aug 7	Boston
GPT-6	Jul 28-Aug 11	Chicago
GPT-7	Aug 1-Aug 15	New York
GPT-8	Aug 5-Aug 19	Washington, D.C.
GPT-9	Aug 9-Aug 23	Atlanta
GPT-10	Aug 13-Aug 27	Chicago
GPT-11	Aug 17-Aug 31	New York

$995 from any of the above cities.

AIR/LAND BREAKDOWN:
All transportation via Air Manila Boeing 707 jets, affinity charter basis, with a capacity of 170 seats. Land cost: $302.58, including tax. Air cost: $692.42. Total price: $995. Airfare portion is subject to increase on a *pro rata* basis should the number of participants be less than aircraft capacity. NEA membership of 6 months duration required. For more information on this tour, write for a detailed brochure.

ORIENT HOLIDAY 1976 (OHN, OHC) JAPAN, THAILAND, HONG KONG — 15 DAYS, 13 NIGHTS

TOUR	DATES	DEPARTING CITIES
OHN-1	Jun 30-Jul 14	Washington, D.C.
OHN-2	Jul 1-Jul 15	New York
OHN-3	Jul 6-Jul 20	Philadelphia
OHN-4	Jul 13-Jul 27	New York
OHN-5	Jul 20-Aug 3	New York
OHN-6	Jul 26-Aug 9	Chicago
OHN-7	Jul 27-Aug 10	New York
OHN-8	Aug 3-Aug 17	New York
OHN-9	Aug 9-Aug 23	Baltimore
OHN-10	Aug 17-Aug 31	New York
OHC-1	Jul 12-Jul 26	San Francisco
OHC-2	Jul 22-Aug 5	Los Angeles

$895 plus 15% tax/service from East Coast and Midwest
$795 plus 15% tax/service from West Coast

AIR/LAND BREAKDOWN:
All transportation via Japan Airlines DC-8 jets, based on affinity charter, with a capacity of 152 seats. East Coast and Midwest land cost: $189.25 including tax/service; air cost $849; total price: $1029.25. West coast land cost: $188.25 including tax/service; air cost: $726; total price: $914.25. NEA membership of 6 months duration required.
For more information on this tour, write for a detailed brochure.

EAST AFRICA SAFARI (EAS-1/4)

EAS-1 July 3-18, 1976
EAS-2 July 17-Aug. 1, 1976
EAS-3 July 31-Aug. 15, 1976
EAS-4 Aug. 14-29, 1976
$1,598 from New York, based on GIT airfare: IT5KL1186KA
Optional extension to Mombasa: $110
Limited number of single rooms available at supplemental cost.

HIGHLIGHTS:
Nairobi, Kenya: via Brussels; sightseeing in Masai country; drive through the rain forest to Treetops or Mountain Lodge for game watching; on to Nanyuki, overnighting at Mt. Kenya Safari Club; then to Masai-Mara Game Reserve. Spend one week viewing game in Tanzania's Serengeti, Ngorongoro, Olduvai Gorge, Lake Manyara National Park, Mzima Springs, and Amboseli. Return to Nairobi with time for relaxation before returning to New York, via Brussels on the 16th day.

TOUR FEATURES:
• Round-trip transportation via Sabena Belgian Airlines and connecting carriers; land transportation by VW Microbus • Accommodations in first-class hotels or lodges, private bath wherever available, double occupancy • Three meals daily in Africa, except in Nairobi, where breakfast only is provided • Round-trip transfers between hotels/airports/lodges • Porterage for one medium-sized suitcase per person throughout • All taxes and tips in connection with scheduled tour activities • NEA tour director • **Optional academic credit** on EAS-1 through Western Illinois University, graduate or undergraduate level. See section on "Academic Credit."

HOLY LANDS/EASTERN MEDITERRANEAN (ME-1/4)

ME-1 June 29-July 13, 1976
ME-2 July 6-20, 1976
ME-3 July 20-Aug. 3, 1976
ME-4 Aug. 3-17, 1976
$1,490 from New York, based on GIT airfare: IT5PK1NEA1/4
Limited number of single rooms available at supplemental cost.

HIGHLIGHTS:
Istanbul, Turkey, survey tour of Byzantine and Ottoman cultures; cross the Bosporus; *Tel Aviv, Israel*, half-day tour, including port of Jaffa; excursion to Tiberias via Acre, Mt. Carmel and Haifa; *Jerusalem, Israel* via the Sea of Galilee, Jacob's Nazareth and the Valley of Jezreel; visit Mt. of Olives, Garden of Gethsemane, Church of the Holy Sepulchre, Church of All Nations and Virgin's Tomb; tour of the New City will include the Israel Museum, Billy Rose Art Garden and Shrine of the Book; journey to Jericho, the Dead Sea, Beersheba, and Hebron; *Amman, Jordan*, including an excursion to magnificent Jerash; attend a program at the Ministry of Information; *Cairo, Egypt*, sightsee and visit Giza to view the pyramids and sphinx; special program at the Al Azhar University is planned; optional tour to Luxor available at supplemental cost.

TOUR FEATURES:
• Round-trip transportation via Pakistan International Airlines DC-10 jet, and connecting carriers; surface transportation by air-conditioned motorcoach • Accommodations in first-class to deluxe hotels, double occupancy, private bath • Continental breakfast and dinner daily outside U.S.A., per custom of the country • Round-trip transfers between airports and hotels • All tips in connection with scheduled tour activities and porterage for one medium-sized suitcase per person • NEA tour director

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Send application to: BV
NEA Educational Travel 1201 16th Street, N.W. Washington, D.C. 20036
Deposit of $200 per person is required for reservation.
There is a $15 cancellation fee on all reservations cancelled.

Please reserve______spaces on____________departing on__________
(code no. of tour/flight) (date)

from____________________Enclosed is a deposit of $______

NAME(s) ______________________________
(Please give names and addresses of additional persons on a separate sheet)

ADDRESS ______________________________

CITY ____________STATE____________ZIP________

HOME PHONE________________SCHOOL PHONE________________

HIGH ADVENTURE IN CENTRAL ASIA (CA-1,2)

CA-1 June 25-July 24, 1976
CA-2 July 9-Aug. 7, 1976
$2598 from New York, based on GIT airfare: IT5PK1NEACA1, IT5PK1NEACA2

HIGHLIGHTS:
Pakistan; Soviet Central Asia; Afghanistan; Iran. *Karachi* city drive, see Mausoleum of Quaid-i-Azam Mohammed Ali Jinnah. *Lahore:* city of Moghul Emperor Jahangir; *Rawalpindi:* visit new capital, Islamabad, including a home visit with a Pakistani family; *Gilgit:* morning flight with thrilling view of Himalayas; *Hunza:* famous for its wildlife and invigorating climate; *Punial:* reception with the royal family and local chiefs; *Swat:* visit Madyan, Behrein and Kalam; *Peshawar:* visit Qissa Khawani (story tellers') bazaar; *Kabul:* camel market visit; see Baber garden and Pagman; *Bukhara:* see ageless bazaars, Mausoleum of Ismael Samani and the summer home of the last Emir; *Samarkand:* see the Bib Khanum Mosque, and Tamerlane burial place; *Tashkent:* see the old quarter, Barak-Khan Medress Mosque, Central Asian State Lenin University; *Shiraz:* see memorials to poets Saadi and Hafiz; excursion to Persepolis; *Isfahan:* summer home of the shahs of past dynasties; *Teheran:* see royal palaces; the Peacock Throne and the crown jewels. Write for day-by-day itinerary.

TOUR FEATURES:
• Round-trip transportation via Pakistan International Airlines DC-10 jet • Accommodations in first-class hotels with private bath, double occupancy; overnight stay at the New York Sheraton Hotel before departure • Continental breakfast, lunch and dinner daily, per custom of the country, while outside the U.S.A. • Round-trip transfers between airport and hotels • All tips and baggage handling for one medium-sized suitcase • NEA director

SOUTH PACIFIC HIGHLIGHTS (PC-1/6) 16 DAYS

PC-1 June 30-July 16, 1976
PC-2 July 7-23, 1976
PC-3 July 14-30, 1976
PC-4 July 21-Aug. 6, 1976
PC-5 Aug. 4-20, 1976
PC-6 Aug. 11-27, 1976
$1,295 from Los Angeles, based on GIT airfare: IT6TE1ATEA
Additional airfare to Los Angeles from key U.S. cities at special low rate, if purchased in conjunction with international ticket. Price from Vancouver, Seattle, Portland, and San Francisco same as above.

HIGHLIGHTS:
Eight days in Australia, including a pass for unlimited sightseeing. Example: full-day tour to Canberra, with bush barbecue at an authentic Austrailian sheep station. (Complete list of tours furnished upon request.) Five days in New Zealand, including such sightseeing as Auckland city tour, the thermal areas, Rainbow Trout Springs, and Rotorua-Maori village. Last two nights in exotic Tahiti. Full description available from NEA Travel.

TOUR FEATURES:
• Round-trip air transportation by Air New Zealand jet; ground transportation by deluxe motorcoach • First-class accommodations, private bath, double occupancy • Round-trip transfers between airports and hotels • Porterage for one medium-sized suitcase per person • All tips and taxes in connection with scheduled tour activities • **Optional academic credit:** On PC-1 and PC-3 through Western Illinois University; on PC-5 through Arizona State University. Credit available on both graduate and undergraduate levels; price shown does not include tuition or matriculation fees.

ACADEMIC CREDIT TOURS

Some of the tours listed on this page offer optional academic credit in addition to exciting travel.

For information on course requirements and fees, or to register for academic credit, write directly to the designated institution at the time you make your tour reservation. Be sure to identify your tour by name, tour code and date. Addresses of cosponsoring universities are listed below.

Dr. Benjamin Nimer
Department of Political Science
George Washington Uniiversity
Washington, DC 20006

Comparative Education Program 4124
School of Education Bldg.
University of Michigan
Ann Arbor, MI 48104

Dean of International Services
Western Illinois University
Macomb, IL 61455

Director of Media Research and Development
Arizona State University
Haigler Hall
Tempe, AZ 85281

Office of Ass't Dean, Educational Studies
Rhode Island College
Mt. Pleasant Ave.
Providence, RI 02908

GENERAL INFORMATION

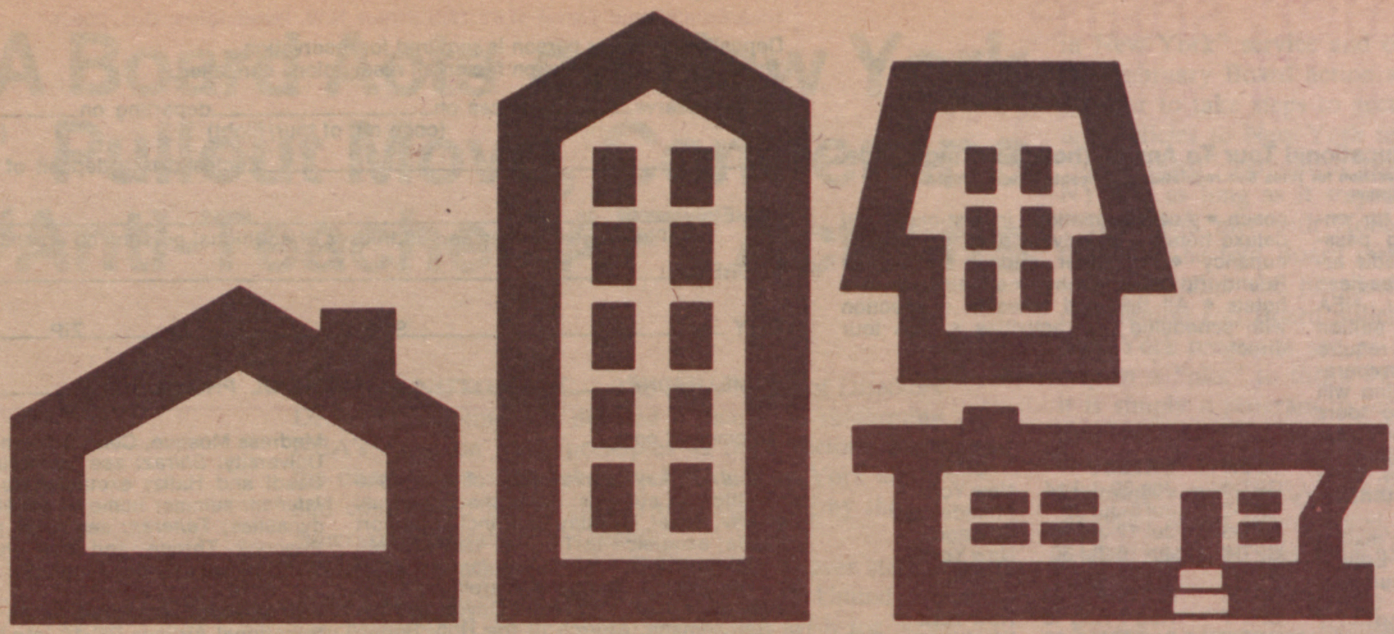
HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

Group Affinity Airfares: Tours described as "based on group affinity airfare" are available to 15 or more persons traveling together who have been members of the NEA for at least six months as of date of tour departure. The spouse, dependent children of above the junior level of high school, and parents who reside in member's household may accompany the eligible member at the same price.

Affinity Charter Airfares: Tours described as "based on affinity charter airfare" are based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA except as described above are ineligible.

GIT Airfares: Tours described as based on GIT airfare are based on use of the Group Inclusive Tour Basing airfare available to 10 or more persons traveling together on all flights and are available to NEA members, their relatives and friends.

Cancellations: All cancellations must be received in writing at NEA Educational Travel. There will be a $15 per person cancellation service charge on all reservations cancelled, regardless of reason. In addition to the nonrefundable $15 cancellation fee, certain penalties may apply due to nonrefundable advance payments or commitments made to airlines, hotels, tour operators, etc., as follows: On *affinity charter* tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $15 fee, only if an eligible replacement is provided by the cancelling party; on *GIT* tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations; on *group affinity* tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline.



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R2-76

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March 1976 Vol. 15, No. 3

nea reporter

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Washington, D.C.

Florida Teachers Tap the Power of Bargaining

CAROL MEARS
Florida Teacher of the Year
"I went on strike because I don't think there was any alternative—the board was refusing to respond to any of our requests. They were at a point where they were just not willing."

JOHN BONGGREN
Brevard County Teacher-Bargainer
"It took us nearly a year, many all-night sessions, duplication of work, and a feeling of futility. Negotiations were long and hard, but the contract is a sound one."

CHRIS DOOLIN
Tallahassee Teacher-Bargainer
"I think our strength was that we continued to bargain. We mandated meetings, we stayed there and punched out issues—continued to bargain, continued to bargain, continued to bargain."

NEA teachers in Florida are winning new rights and new benefits as they bargain collectively under a recently enacted state law.

The process has been far from easy—recalcitrant school boards, a tight economy, and sniping from AFT have challenged them all the way.

But they have come through a hard year of bargaining with dozens of contracts covering over 50,000 teachers in the state.

In this issue of the REPORTER, on pages 4 through 7, Florida teachers tell in their own words what they have learned from a year of collective bargaining.

inside

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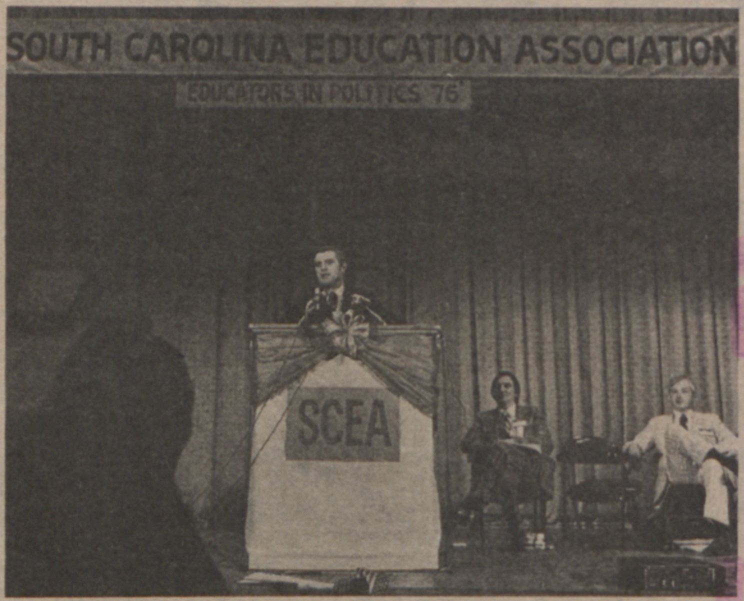
2,000 South Carolina Teachers Rally for Political Action

COLUMBIA, S.C.—Some 2,000 South Carolina teachers—representing education associations in nearly every county of the state—rallied here January 31 to hear Presidential aspirants and their representatives call for teacher support.

Former Georgia Governor Jimmy Carter was on hand in person; candidates Morris K. Udall, Lloyd Bentsen, and Birch Bayh sent speakers on their behalf. (Bentsen has since decided to confine his candidacy to his home state of Texas.)

The South Carolina teachers were looking ahead to the state's party conventions on February 28. The teachers cheered strongly each call for collective bargaining rights, and they applauded heavily when one speaker told them that teacher political action is the key to solving the problems of education today.

The candidates and other speakers were introduced by SCEA President Edward E. Taylor, by President-Elect Roy M. Biddle, Jr., and by Nelle H. Taylor, who chairs the South Carolina Political Action Committee for Education.



KEYNOTE SPEAKER WALTER MONDALE, Minnesota's senior senator, brought the South Carolina teachers to their feet when he told them they should ask all the candidates for the Presidency whether they will act to restore education to the priority it needs. "If they say no, vote against them," Mondale said. "If they say maybe, vote against them. Only if they say yes, give them your support." Mondale also called for creation of a separate federal Department of Education.

FORMER GEORGIA GOVERNOR JIMMY CARTER told the South Carolina teachers "I'd like to have your help . . . and when I'm in the White House, you'll have a friend there." He said he favored "an increasing amount of federal participation in education aid financed by the progressive income tax." He said he would "completely reorganize" the executive branch of the federal government, cutting out many agencies and departments, but that "the only department I would consider creating would be a separate Department of Education."

TIMETABLE: Presidential Endorsement Procedure, 1976

February—Mailing of questionnaire by NEA-PAC Steering Committee to Presidential candidates. Questionnaire deals with broad range of NEA legislative objectives, including collective bargaining and one-third federal funding of public schools.

April-May—NEA-PAC Steering Committee conducts interviews of viable Presidential candidates in Washington, D.C. The interviews will be videotaped.

June 27-July 1—Viable Presidential candidates address some 10,000 delegates to the NEA Annual Meeting in Miami Beach, Fla. Videotapes of candidate interviews will be available for viewing.

July 12-14. Democratic National Convention meets in New York City to select a Presidential candidate.

August 16-18. Republican National Convention meets in Kansas City, Mo., to select a Presidential candidate.

Late August—NEA-PAC approves ballot to be mailed to NEA elected delegates to the 1976 NEA Annual Meeting. NEA-PAC may also recommend a choice to delegates.

Early September—Credentials Committee counts ballots followed by announcement of the results by NEA President John Ryor.

September-October—Presidential candidates step up campaigns.

November 2—Election Day.

NEA KITS TELL HOW TEACHERS CAN ENDORSE A PRESIDENTAL CANDIDATE

WASHINGTON, D.C.—A nationwide grass-roots information program designed to inform NEA's 1.8 million members of the 1976 Presidential endorsement procedure has been launched by NEA in cooperation with UniServ staff and local association presidents.

Information kits have been distributed by NEA Government Relations to some 1,000 UniServ representatives and more than 9,000 local association presidents who are being urged to share the material with school faculty representatives at regular meetings with teachers.

The kits include information on how the endorsement procedure works, an editorial by NEA President John Ryor, question-and-answer sheets on the endorsement procedure and on the NEA Political Action Committee, and brief biographies of the Presidential candidates.

Local association presidents have also been sent descriptive posters of the Presidential endorsement procedure for placement on faculty bulletin boards. UniServ staff and local association presidents have been urged to reproduce material in the kits for use by members as needed.

Candidate Udall Meets Massachusetts Teacher-Leaders

REP. MORRIS K. UDALL, Arizona Democrat running for the Presidential nomination, met recently with officials of the Massachusetts Teachers Association, seeking support for his candidacy. Shown here with Udall is Mary J. Gilmore, MTA president.

All Teachers Need Bargaining Rights

NEA PRESIDENT JOHN RYOR TELLS WHAT YOU CAN DO ABOUT A FEDERAL COLLECTIVE BARGAINING LAW

I want to talk to you, in basic terms, about the urgent need for passage of a federal collective bargaining bill. You will read, in this issue of the REPORTER, of the success association teachers have had with collective bargaining in Florida. But the limits of the Florida law—and the struggles teachers have in bargaining within those limits—remind us once more that the necessity of extending full collective bargaining rights to 2.5 million teachers throughout this nation is absolute.

Literally thousands of teachers are routinely subjected to pain, injustice, humiliation, and dishonor because current laws unfairly favor public employers rather than public employees; or more specifically, school boards rather than teachers.

Naked and Defenseless

We are rendered naked and defenseless because there is no federal statute to protect us from paternalistic and reactionary school boards. Those school boards who won't sit down at the table with us or who won't bargain in good faith need only to seek a court injunction, should we dare to find their "final" offers unacceptable.

The courts say they have no alternative but to "uphold the law" and cart us off to jail when we defy an injunction or when we fail to "purge" ourselves

like apologetic children.

If we achieve a federal collective bargaining law of the type NEA has sought for five years; if we had the protections that employees in private industry enjoy under the National Labor Relations Act—then school boards would be seeking settlements instead of injunctions. Teachers will no longer go to jail.

The Enemy Is Us

NEA Executive Director Terry Herndon and I have talked to congressional committees and our army of lobbyists here in Washington talk to Congressmen and they tell us we're right—that teachers and other public employees should have equity—but they do nothing about it. I'm about to conclude that we have met the enemy and he is us; that is, there are not very many of our people out there delivering the message to Congressmen back home. I believe they think you don't care.

I know you do care, because too many teachers have spent too many nights in jail, have suffered too long under reactionary school boards, and walked too many miles on the picket lines to retreat now.

I know you care enough, that you will pick up your phone, get out your stationery and let your Congressmen hear it from you.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Rigid Teachers?

The February issue of the NEA REPORTER on Violence in the Schools was extremely interesting. However, I was disturbed to note that one factor useful in preventing violence was overlooked.

I believe one answer lies in the personality of the teacher or the attitude of the school. Violence occurs when its perpetuators feel antagonized and helpless. If their personal worth is ignored, if they believe that their teachers and their school are against them, if they have endured school relationships in which their dignities, either as individuals or as group members, have suffered repeated blows, then violence becomes their means of retaliation.

I have taught in four school systems in twenty years in which violence and/or extensive vandalism has occurred. In every instance students directed revenge against teachers notoriously rigid in their views on certain individual types or ethnic groups. Their distastes, their hatred, if you will, manifested itself in dozens of subtle or not so subtle ways.

A fair, humanistic teacher attitude, if sincere, deters violent behavior.

Nan Heckart
Cheyenne, Wyoming

Back from Anarchy

Your February issue is most encouraging. I feared that we were faced with a constant escalation of violence in our schools. Maybe there is yet hope of retrieving our educational system from anarchy. Keep up the good work.

Jack Read
Scammon, Kansas

Too Much Militancy

As a Life Member of the NEA, I have been increasingly concerned about the militancy reflected in all articles of the REPORTER in recent months. Some issues tell about nothing except strikes, law suits, and/or negotiation victories won by teachers.

Is that all the NEA is interested in now? I thought its purpose was to help teachers help children! However, there have been very few articles telling about any effort for children. Some headlines say NEA is for "quality education for children," but I do not believe that winning all the court battles and shouting about negotiations means quality education. In fact, it seems that teachers get so wound up in all these items that they forget kids!

Mildred Shay, Principal
Des Moines, Iowa

50 Years of Joy

After reading all about violence in our schools, I just can't resist the temptation of sharing this. I taught 50 years in the Galveston Public Schools and knew no violence just genuine, playful mischief and the joy of teaching is still with me from the letters I have received and still receive.

Greta Oppe
Galveston, Texas

Textbook Violence

I picked up my copy of the NEA REPORTER which centers on violence in the schools. I have just spent the past three days examining freshman literature texts, and violence permeates some of them.

Do publishers think that is the only way we can reach young people now? Surely if we give them a steady diet of violence in their reading, we won't be helping matters at all. I see a textbook as a place for a variety of stories and a variety of feelings being expressed.

Maybe it's time to ask the media and the textbook publishers to stem the flow of violence from those directions. Has NEA done this yet?

When presented as a total and exclusive diet, violence can shut out pleasant and happy feelings. Hate and vengeance take over. We teachers are finding young people full of violent feelings. Let's get some good, upstanding, applaudable feelings back into our textbooks. It's time.

V. Poole
El Dorado, Kansas

Puerto Rico Unity

I would like to extend my congratulations to the AMPR for their recent decision to affiliate with NEA. I can certainly appreciate the value of their decision for as a Puerto Rican, raised in the south side of Chicago, now living and teaching in a rural school in Illinois, it will bring about a greater unification of educators in Puerto Rico. Their decision will enable them to provide their students with a better educational experience that I wasn't able to receive while a student in Puerto Rico.

Congratulations AMPR.

Lydia Sanchez-Hatfill
Teutopolis, Illinois

Arbitration Needed

It seems to me that the increasing emphasis on collective bargaining being proposed and initiated by NEA and state associations (many states do not have collective bargaining laws to support collective bargaining in the public sector) will only lead to more South Point Ohios.

I recognize that NEA must and should take a position to improve the lot for the professional but at what cost and by what means? As I see it the process proposed is counter productive—it inches us forward while establishing a time clock. It leads to walkouts and strikes which are unmistakably aimed at the wrong people. The striking power of teachers as a coercive force can only become effective when it maims those who it serves. I suggest binding arbitration as an alternative. I suggest that every contract that is negotiated in the public sector, should give up their right to strike in order to obtain it!

Jack D. Doepke
Tacoma, Washington

Mainstreaming

I was very disappointed to read in the November issue of the NEA REPORTER that you are "warning" teachers about mainstreaming.

I feel fortunate to be teaching special education in a school where mainstreaming is not only a reality but a positive program for teachers and students.

An effort must be made by teachers and administrators and parents to communicate with one another if these types of programs are to succeed.

Rather than dragging our feet, educators should be leading the fight for such worthy programs.

Rosemary Benke
Brandon, Minnesota

nea reporter

nea helping teachers teach

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John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Assistant Editor
Karen Sheppard
Assistant to the Editor

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Florida Teachers Tap the Power of Bargaining

TALLAHASSEE, FLA.—One year ago, teachers throughout the Sunshine state were gearing up for representation elections and for collective bargaining campaigns under a new law. Now, a year later, most teachers in the state are working under contracts hammered out through hard work, patience, and the solidarity of the Florida Teaching Profession.

FTP Executive Secretary George Auzenne talked with the NEA REPORTER recently about the progress Florida teachers have made in the past year and the progress they expect to make in the coming years. Here is part of what he said:

REPORTER: A year ago, Florida teachers had no contracts, there hadn't been any representation elections, and the collective bargaining law was brand new. Looking back now, do you feel that a lot has been accomplished in a year?

Auzenne: Very much so. There were times in the past year when the only thing that kept one from despairing over the size of the task was the ability to look and see the distance we had come. Yes, a lot has been accomplished. We started off with, for all practical purposes, no organization. We now find that a year later we have won 12 out of 15 bargaining elections, we have bargained over 25 contracts, we have some excellent contracts. FTP has at the same time grown to a size of 28,000 members. Se we have come a long way.

REPORTER: FTP has been attacked by the American Federation of Teachers in the state. Nationally, AFT talks about Florida as an example of how AFT can introduce unity in a state. Would you say that they succeeded in introducing unity here?

Auzenne: Quite the contrary. They have not even been able to interject unity within their own group. The group that has now merged with the AFT, calling itself the FEA-United, has within its own ranks local affiliates that are not even affiliated with the AFT. The majority of their locals took the posture of "no nationals." So if you look close at their own organizations they have not even been able to promote unity within what they claim is theirs.

REPORTER: How has AFT operated in Florida?

Auzenne: Basically, the AFT in this state has proven to be an obstructionist organization because it simply tried to ape us and to become that which we already are. Consistently we see positions being advocated which are very, very similar to ours. In addition, we see the AFT in the state using any issue that it can as a means of promoting disunity.

REPORTER: Florida is not a state with a history of strong organized labor activity. But I have a feeling that the teachers of the state, represented by FTP mainly, are teaching the state something about collective bargaining. Do you think that's true?

Auzenne: I think that's a fair statement. If you look at collective bargaining in the public sector, there is an evolutionary process whenever it's instituted. The first fight is usually a fight for recognition. Next you have to fight for economic gains. I think the third fight is one about who has the say-so in matters of curriculum—what we would call professional decisions. I don't think there is any doubt that the teachers in this state have done a great deal to educate the public and management about the true meaning of collective bargaining.

REPORTER: Where do you think Florida will be in terms of teacher collective bargaining a year or two from now?

Auzenne: I believe that in the next couple of years we will see all teachers in this state represented at the collective bargaining table. I think that the great majority, I would say probably 95 percent within two years, of those teachers will be under the banner of the FTP-NEA. I think, too, that certain changes have to occur within the law. The law as it exists now, is a rather imperfect document. It is very seriously tilted in favor of management, and nowhere is this more evident than in the impasse-resolution process where, after having gone through an elaborate procedure, the employees find themselves, at the final step, in front of the school board itself for adjudication. That must be changed within the law.

REPORTER: What is FTP going to try to do about this?

Auzenne: We have proposed a massive change in the collective bargaining law, pinpointing basically upon the inequities that exist between the rights of management and the rights of employees. We are now working very closely with certain key legislators to try to convince them—and some of them do see the inequities—and we are trying now to persuade them to correct those imbalances. The situation is an excellent example of why we need federal collective bargaining legislation. Florida is ahead of a number of states, yet we have far from a perfect instrument for bargaining. A federal law would help us—would help many, many states.

Florida Professors Join NEA-FTP

TALLAHASSEE, FLA.—The Florida Teaching Profession and its national counterpart, NEA, recently affiliated the American Association of University Professors-Florida with FTP-NEA.

"We are pleased to offer the collective bargaining expertise of FTP and NEA to AAUP-Florida, and we view this affiliation as one more significant step in the leadership growth of FTP as the advocate for education in the sunshine state," FTP President Carl Harner said in welcoming the new affiliate.

FTP will now work with AAUP-Florida to win the right—through a bargaining representation election—to represent the 5,500 faculty and professional employees of the state university system.

Election Is Goal

"Although many of my colleagues believed we would win the bargaining election even before the affiliation, we are now certain that our affiliation with FTP and NEA means that the UFF won't have too good of a chance in the upcoming election," AAUP-Florida President Robert Fisher said. Fisher is a chemistry professor at Florida State University, Tallahassee, where he has been on faculty for 20 years.

NEA Executive Director Terry Herndon flew here for a press conference at Florida's capitol building to announce the affiliation. Herndon hailed the affiliation, pointing out that it provides "considerable power" to the faculty group and strengthens the growth of higher education within the membership of NEA.

"We now represent faculties in collective bargaining at over 150 institutions of higher education and enroll in excess of 160,000 faculty members among NEA's 1.8 million members total," Herndon said at the press conference. "This faculty group [AAUP-Florida] can no longer be excluded from the decision-making processes of the university," Herndon told the press. "They will be participating with considerable force if they win this election."

Harassed by an American Federation of Teachers "unity" campaign, facing recalcitrant school boards, and negotiating under the cloud of an economic recession, Florida teachers emerged with strong first-year contracts—contracts that now cover more than 50,000 of the state's teachers in 33 counties.

NEA-FTP teachers have won 12 of 15 bargaining elections throughout the state—including one in Pinellas County in January. In that election, the AFT local was required by the Florida Public Employee Relations Commission to pay the entire cost of the election (about $5,000) because it had stalled and blocked teachers in their efforts to select a bargaining agent.

Florida teachers have also been working through their lobbying arm here at the state capital, seeking numerous changes in the bargaining law. Teachers believe the present law is much too pro-management; they look forward to modifications, especially in the impasse resolution mechanisms of the law, that will establish a better balance between the rights of school boards and the rights of educators.

NEA EXECUTIVE DIRECTOR TERRY HERNDON (left) greets Florida Teaching Profession President Carl Harner on the front steps of Florida's Governor's Mansion. Robert Fisher (center) is president of AAUP-Florida. Herndon, Harner, and Fisher had just announced the affiliation of the college group with FTP-NEA.

NEA-FTP TEACHERS UNDER CONTRACTS IN FLORIDA

NEA'S state affiliate, the Florida Teaching Profession, now represents more than 50,000 Sunshine State teachers in the following counties:

Escambia	St. John's
Santa Rosa	Flagler
Okaloosa	Volusia
Holmes	Brevard
Jackson	Marion
Washington	Citrus
Bay	Hernando
Gulf	Sumter
Franklin	Orange
Gadsden	Seminole
Leon	Osceola
Jefferson	Polk
Taylor	Pinellas
Union	Lee
Nassau	Palm Beach
Clay	Broward

In addition, FTP represents the faculty of the Hillsborough Community College in Tampa.

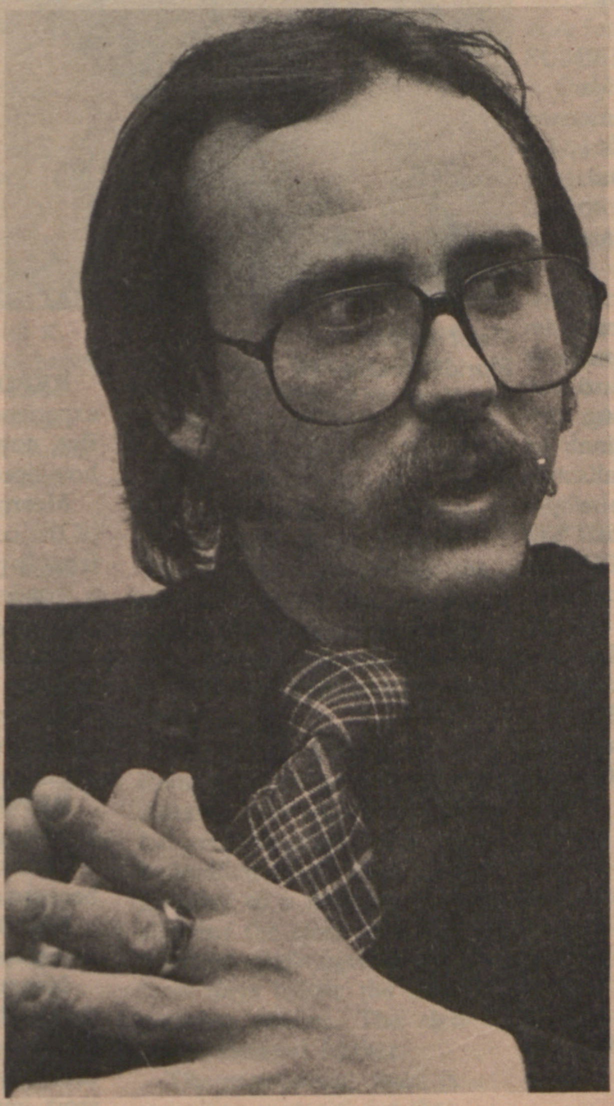
In Tallahassee, Persistence Pays Off

TALLAHASSEE, FLA.—Leon County teachers now have a contract under the new state bargaining law. It is a contract with strengths: good guarantees of job security, paid holidays, improved teaching conditions.

But as with teachers in many other Florida counties, teachers here needed the patience of Job to win their contract. Christian B. Doolin, who was chief negotiator for the Leon County Classroom Teachers Association, tells the story as he answers questions put by the NEA REPORTER.

REPORTER: When did the bargaining process begin in Leon County?

Doolin: Well, early last spring we were challenged to a representation election by the Tallahassee Federation of Teachers. We went in to an election campaign and defeated them overwhelmingly. We won the election on April 2nd and we were at the table on May 5th.



Chris Doolin
Leon County Negotiator

REPORTER: Did the bargaining start smoothly?

Doolin: Not at all. The board didn't actually start bargaining until into June or July—after the NEA convention. Our team met continuously, twice, three times a week through May and June and all the way through the summer. We just spent a lot of time preparing proposals and counterproposals. We were at the table for approximately three months before we ever got a real counterproposal from the school board. The early counterproposals were never coordinated to our proposals. About two weeks after the NEA convention, we brought in a mediator. But I think the turning point was when the board realized that our team had the support of the teachers and that we weren't going to cave to their silly kinds of offers.

REPORTER: What do you think convinced them of that?

Doolin: Well, we had had a fact-finding, and we had a deadline facing us to finish negotiations. They had agreed to negotiate for all week long, and they had hired a negotiator and he was supposed to be there to negotiate with us. But he just kept leaving the table. So we told the superintendent that we wanted to bargain today, and we wanted to bargain until we settled.

REPORTER: Then what happened?

Doolin: Then several team members who were at the administration building picked up the phone and started calling the various media. I called the radio stations and I said, negotiations have been broken off, he walked out of talks, they're not meeting with us. We had the media there at the next meeting. Well, the superintendent said, we'll have a meeting this afternoon. And they came back . . . the TV was there, and we got a lot of press coverage. And they were just looking bad, real bad.

REPORTER: Things moved along then from that point?

Doolin: Slowly, but we began to really deal with proposals. And we got closer, and we started coming to some agreements. We just kept bargaining and we bargained for 27 straight hours, and we solved all but four of the issues.

REPORTER: Obviously the bargaining process was a learning experience for teachers and management and for the school board. Would you comment on it as a learning experience for both sides.

Doolin: I believe we learned a great deal about persistence. We were just going to continue to bargain. We realized that they were stalling and, you know, it was a real letdown the first year. I think our strength was that we continued to bargain. We mandated meetings, we stayed there and punched out issues, continued to bargain, continued to bargain, continued to bargain. That was the strength.

Florida Teachers Tap the Power of Bargaining

In Broward County, It Took a Strike To Force Contract Agreement

FT. LAUDERDALE, FLA.—The nearly 7,000 teachers here now have a negotiated contract. But it didn't come easily.

Representatives of the Broward County Classroom Teachers Association went optimistically to the bargaining table last spring, before school was over. When school began last fall, they were still at the table. Little progress had been made.

Association leaders found that the Broward school board was not ready to bargain seriously and constructively. Every item presented by the teachers was labeled "nonnegotiable."

After more weeks of frustration, and of working without a contract, the county's teachers called a two-day strike to force the bargaining off dead center. (Carol Mears, Florida's Teacher of the Year, was one of the teachers who went on strike—her story appears at right.)

Broward's teachers voted overwhelmingly to strike, even though the penalties under the Florida bargaining law are severe—including possible loss of state certification, loss of retirement benefits, fines, and decertification of their bargaining unit. But the teachers "had had enough," according to Reta DeYoung, who chaired the negotiating team for the Broward County teachers.

DeYoung said that the strike worked. "There were several solid gains that came out of the strike," she said. "For one thing, there was an end to some of the really awful counterproposals that the board was contending was its last position on everything. They had, for example, proposed an evaluation procedure that included retrieval of public funds from teachers whose classes didn't achieve to a certain level. That kind of counterproposal disappeared."

In the end, the Broward teachers got a contract that is, in the words of Marje Head, president of the county association, "a good beginning." It includes an effective grievance procedure and adds $2 million to reduce class size. But she and other Broward teachers are looking forward to a new and better contract when this one expires on June 30.

Florida Teacher of the Year on Strikes: "I'D DO IT AGAIN"

Carol Mears
Florida Teacher of the Year

FT. LAUDERDALE, FLA.—First-grade teacher Carol Mears was selected Florida Teacher of the Year for 1976. A mild, dedicated teacher who loves children and teaching, Mears was a fine choice.

But from almost the moment she was chosen, Carol Mears has been surrounded by controversy. One Florida newspaper summed it up in a headline: "BROWARD STRIKER TEACHER OF THE YEAR."

And it was true. Carol Mears, a first-grade teacher at Lloyd Estates Elementary School in Broward County, joined her colleagues on the picket line in September. She and her fellow teachers marched in order to force the school board to bargain in good faith with the association.

The NEA REPORTER talked to her recently:

REPORTER: "I'm sure that you've talked about your experience as Teacher of the Year by now many times. But, now that you've a chance to look back on it a little bit, how does it seem to you? Has it affected your teaching?

Mears: It's been a wonderful experience for me because of the contacts I have made—people that I haven't heard from in years have written and that's been very nice. It's been a wonderful experience for my children. When I say my children, I mean my class.

REPORTER: Have you been involved with the county teachers association here?

Mears: Yes. Last year I was the building representative. I think everyone should take some time to work for their organizations, because they do a lot to help us.

REPORTER: So when the bargaining impasse was reached, you were aware of the situation?

Mears: Oh yes, and I knew about the negotiations firsthand because one of my team teachers was a negotiator for the CTA.

REPORTER: When the situation came to impasse and a strike was voted, what were your thought processes?

Mears: It took a great deal of thought, it took a lot of time. I'd say for me it took a lot of prayerful meditation, because it's a very difficult decision to make. And I finally decided that my moral obligation to the children was the most important thing, stronger than a legal obligation to a new law that was relatively weak and needs improvement. So that was my decision.

REPORTER: Do you see a conflict between your professional role as a teacher and your role as an organized teacher?

Mears: No. Especially looking back and seeing what's happening now, where the situation in so many schools was extremely bad, overcrowding, no supplies, this kind of thing—and now all of this is being remedied. And I think it's all worth it in the long run.

REPORTER: Then you weren't going on strike because your classroom was overcrowded, especially?

Mears: No, I'm in a unique situation in the school, I think. I have 22 children, we have ample supplies for the children. We have duty-free lunch, we have all of the things we need.

REPORTER: So you were in a good situation, why would you then . . .?

Mears: Right, but why should I sit back in my good situation and not look at my friends who are teaching in other schools where the situation is not as good? I know the children aren't getting a good education and it's a very difficult situation for those teachers. It's not fair. You have to do it for everyone.

REPORTER: How did other teachers and parents react to the strike and your involvement in it?

Mears: Well, I think here that the teachers felt everyone had to make their own decision, and they respected the decision that was made. I think some parents—I know one, and, oh dear, it was a very difficult thing for me. The first day I was out in front of the school picketing when one of the parents drove by and she looked at me and she said, "Oh, Mrs. Mears, not you! I didn't think you would be out here!" Then she drove away. I called her that evening and spoke to her and told her what the situation was. Many of the parents aren't aware of any other school situation, other than their own. So I called her and told her and she said, "Well, I certainly understand." And she appreciated the phone call.

REPORTER: Did it occur to you while you were on the picket line that it was costing you the chance to be Teacher of the Year?

Mears: Yes, I knew the day that we were standing out there, the very day, was the day that they were making the decision as to who the Teacher of the Year would be from Broward County.

REPORTER: If the whole thing happened again, if you got into an equally unfortunate impasse, do you think you'd be out there again?

Mears: If the circumstances warranted it . . . yes.

REPORTER: Is it easier to go on strike the second time?

Mears: I think it's a hard decision to make anytime—it's never easy.

REPORTER: What would have been the alternative to a strike here? What could have happened?

Mears: I don't think there was any alternative.

REPORTER: Why wasn't there an alternative?

Mears: Because the board was refusing to respond to any of our requests. They were at a point where they were just not willing.

REPORTER: Do you think that that unwillingness was related to the fact that the law was new and that they had not had experience with negotiations?

Mears: I think perhaps that had something to do with it. I think that maybe the negotiating team for the school board was not aware of how serious the situations are in some of the schools. And I think perhaps they might have done better with a different negotiating team for the school board.

REPORTER: Who do you think learned anything from the impasse here—if anybody did? Did the teachers learn anything?

Mears: Oh, I think we all have learned something. I think we're all concerned that with this new law—that there is nothing that forces people to bargain in good faith. You can make two people sit down and talk, but the law does not make them sit down and negotiate in good faith. I think maybe that's a weakness.

REPORTER: Do you think the community would react differently if the situation occurred again? Do you think the community has learned anything about the schools?

Mears: Yes, I think perhaps the community is going to try to be more aware of what is going on in education.

REPORTER: How do you feel about the future of the school system in Broward County?

Mears: I think I'm in a good county. We have a lot of good teachers and we have a lot of good administrators. I think that because of what happened recently as a result of our firm action, things are looking better all the time. I'm hopeful that the next time the two teams sit down to bargain that it's going to be a fruitful experience. I have hope.

Diary of a Brevard County Teacher-Negotiator

TITUSVILLE, FLA.—Teachers here in the Space Center area believe that collective bargaining is vital to their professional growth. They began gearing up for bargaining almost the day Florida's bargaining bill became law. Led by Mary Virginia Quarles, Brevard CTA president, and with their executive director, Eric Jon White, serving as chief negotiator, the teachers worked through a process that ended with ratification of a quality master contract.

The bargaining process here—as elsewhere—took many months and tried the patience of many teachers. John Bonggren, one of the Brevard negotiators, kept a step-by-step diary of the bargaining. Published for Florida teachers in the FTP Advocate **earlier this year, it appears here in edited form:**

John Bonggren

OCTOBER THROUGH DECEMBER, 1974:

In the early fall, a negotiations team was recruited. At the beginning, 16 teachers took the challenge and signed up for a weekend of verbal-skills training. The demand on time was to increase in the near future.

In December the CTA requests exclusivity as it represents more than half of the teachers in the county. The request is denied but the election process has been started. It was hoped to have the election in January.

JANUARY THROUGH MAY, 1975:

The Public Employee Relations Commission representative arrives January 16th but progress is stalled by the Federation team. Even after agreeing to a document allowing the election, they withdrew their agreement three days before the final planning session. The election is delayed further.

The negotiations team is compiling material for the opening proposals, working one night a week. The time factor will get even heavier. Most of the original team is intact while the ideal contract is being drawn up.

MAY 26, 1975:

The representation election was held with the CTA winning easily. The election costs the CTA nearly $4,000. Now the negotiations can begin. Maybe.

The board hired a negotiator from Chicago. There are two contracts in Brevard for him and many more back home in Illinois. Now we must wait for him to find time for Brevard.

SUMMER, 1975:

Only four sessions have been held through August. When the negotiator is here, progress is made, but without him there aren't even meetings.

The early sessions give the team an idea of how much more work must be done. Working meetings increase to two to three times a week with additional homework to be done. The size of the team drops to half the original size.

SEPTEMBER AND OCTOBER, 1975:

After two months of waiting, the meetings begin again. The impasse date is reached and passed. Finally a special master is assigned at $200 a day plus expenses. Some progress is shown in regular sessions so they are allowed to continue.

A few all-night sessions and many evenings of work on articles bring more progress, but not a complete contract. Fact Finding means more duplication of work and a feeling of futility. We know that the Florida law leaves the board in final control of the negotiations, but we stand firm.

Another all-night session brings about tentative agreement. The work is not over yet.

NOVEMBER 15th and 18th, 1975:

The CTA held its ratification first, using the League of Women Voters as poll watchers and counters. They certified the ratification vote as 1,077 for and 696 against. Dissatisfaction with the realities of teaching seemed on everybody's mind, but the contract is a sound one and is now in effect.

The board's ratification followed three days later.

Negotiations were long and hard. It would be difficult to simulate the experience for anyone. Besides the hours of work, the CTA shelled out nearly $15,000 to secure a workable contract. The NEA and FTP supplied professional help and advice when it was needed. The resulting contract brings Brevard teachers:

a. an average salary increase of $400

b. just-cause dismissal

c. four paid holidays

d. four-hour non-student workdays

e. parental leave

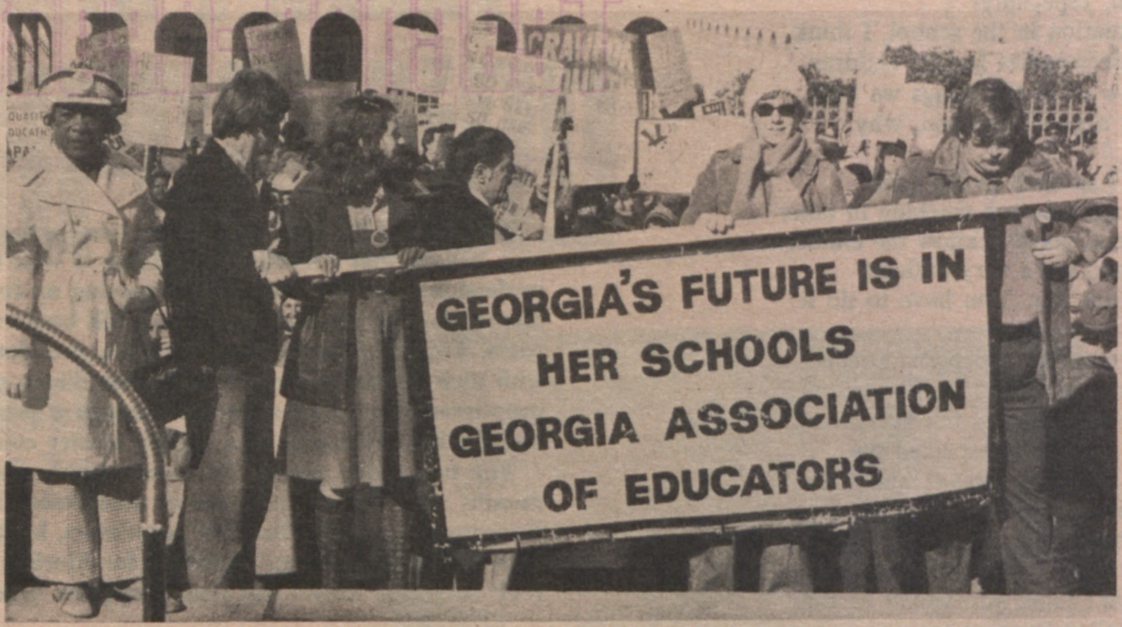
f. duty-free lunches

g. guaranteed planning time

h. increased supplemental pay schedules.

Collective Bargaining Bill Introduced

8,000 GEORGIA EDUCATORS MARCH TO MAKE EDUCATION NUMBER 1



Minus-seven-degree temperatures did not cool the ardor of 8,000 organized Georgia teachers.

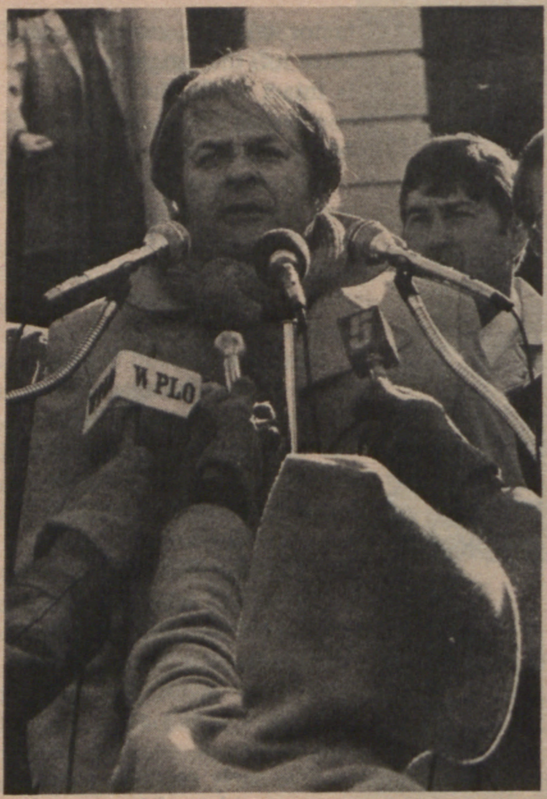
The Georgia teachers marched en masse to the statehouse.

ATLANTA, GA.—Thousands of educators representing almost every county in Georgia displayed their unity and determination to make education the state's number one priority by marching in bitterly cold weather to the state capitol to press for increased appropriations for education.

Wearing buttons urging "Make Education Number 1," an estimated 8,000 members of the Georgia Association of Educators braved January winds that pushed temperatures down to minus seven degrees during the three-quarter-of-a-mile march to the capitol.

After hearing GAE and NEA leaders—and the state's governor—speak to them, the educators went inside the statehouse to lobby their legislators.

One result of the march was introduction of legislation soon afterwards (on February 3) that calls for collective bargaining for teachers. The legislation would set up a "professional educators relations commission" that would oversee teacher-school board bargaining in the state. The bill also calls for binding or advisory arbitration and allows strikes if the employer fails to comply with a binding decision of the arbitrators or if the courts fail to act within 60 days after notification of the employer's refusal to comply with the arbitrators' decisions.



GAE President Ed Deaton, pointing out that Georgia's per pupil expenditure for education is 20 percent below the nation's average, calls on educators to get involved with citizens and legislators to improve education.

NEA Executive Director Terry Herndon (right) commends Georgia teachers for coming out in the cold to ask "hard questions" about state school funding. "It is unfair that Whitfield County kids get a $650 education while kids in New York get an education that costs $2,500 to $3,000 a year," he told them. GAE Associate Executive Secretary Horace E. Tate is at left.

CALENDAR OF NEA POLICY-MAKING GROUPS

WASHINGTON, D.C.—The following NEA meetings have been scheduled through July 1976. The meetings in March, April, and May will be held at NEA Center in Washington, D.C. The June-July meetings will take place in Miami Beach, Fla., in conjunction with the NEA Annual Meeting.

Committee on Constitution, Bylaws, and Rules, March 6
Committee on Resolutions, March 18-20
Committee on Program and Budget, March 27-29
Executive Committee, March 29-30
Executive Committee, April 26-28
Committee on Program and Budget, April 29 (evening)
Board of Directors, April 30—May 2
Committee on Program and Budget, May 3 (tentative)
Executive Committee, May 24-25
Executive Committee, June 20-21
Board of Directors, June 23-25
Committee on Resolutions, June 23-25
Committee on Constitution, Bylaws, and Rules, June 26
Annual meeting, June 26—July 1 (Registration, exhibits, and campaigning will start on June 25)
Open Hearing on Budget, June 27
Open Hearing on Constitution, Bylaws, and Standing Rules, June 27
Open Hearing on Resolutions, June 27
Board of Directors, June 27
Representative Assembly, June 27—July 1

FRIEND OF EDUCATION AWARD SET

WASHINGTON, D.C.—The NEA Board of Directors will present its fifth annual Friend of Education Award during ceremonies at the 1976 NEA Annual Meeting. Previous recipients of the award: Former President Lyndon B. Johnson, 1972; Sen. Abraham A. Ribicoff, 1973; Rep. Carl D. Perkins, 1974; and Terry Sanford, 1975.

The award recognizes either a specific accomplishment or a long-term contribution to the betterment of American education. Nominees may be public officials or private citizens, and selection of finalists will be made regardless of age, sex, race, color, or creed. Any member of NEA or a local or state association may nominate a recipient for the 1976 award by completing a form which is being sent to all state and local associations. Additional copies may be obtained from David Foerster, staff contact at NEA Center. Nominations for the 1976 award must be postmarked by April 15, 1976.

94th Congress
First Session, 1975

Did Your Congressman Support Education?

Legislative Report Card

In 1976, as never before, teachers will have the opportunity to help determine the calibre of national leadership—through organized local, state, and national political activity that will affect the outcome of the Presidential election and the races for all 435 seats in the House of Representatives and a third of the seats in the Senate.

As an aid in judging whether your Representative and Senators have supported education during the first session of the 94th Congress, NEA Government Relations has compiled the following information on selected roll-call votes in each House during 1975.

The issues selected relate directly to NEA policy as reflected in the resolutions of the Representative Assembly and are intended to present a general profile of each Member of Congress.

Bear in mind, of course, that voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and by the political action committees of state and local associations as they decide whom to endorse in primaries, conventions, and the November elections. The judgment as to an individual's stance on education is based on a careful review of all available information, including public statements and direct questioning through personal interviews, correspondence, and lobbying activity. Teacher political action committees conduct such assessments. You should become familiar with endorse-actions of NEA-PAC and state and local political action arms, and the procedures NEA has adopted for possible endorsement of a Presidential candidate. For further information, see page 2 of this issue of the REPORTER.

SENATE

R = Right according to NEA position
W = Wrong according to NEA position
NV = Not voting
— = Not in office at time of vote

1. *Supplemental Appropriations*, FY 1975 (HR 5899). Motion to pass bill providing $5 billion for emergency unemployment programs and supplemental funds for education. Roll Call No. 192, May 20, 1975. Passed, 76-14. NEA supported.

2. *Education of the Handicapped* (S 6). Motion to pass bill providing a free, appropriate, public education for all handicapped children. Roll Call No. 227, June 18, 1975. Passed, 63-10. NEA supported.

3. *Education Appropriations*, FY 1976 (HR 5901). Motion to override President's veto of bill. Roll Call No. 389, September 10, 1975. Passed, 88-12. NEA supported.

4. *School Lunch Amendments* (HR 4222). Motion to override President's veto of bill. Roll Call No. 429, October 7, 1975. Passed, 79-13. NEA supported.

5. *Second Concurrent Resolution on the Budget*, FY 1976 (H Con Res 466). Motion to adopt conference report. Roll Call No. 579, December 11, 1975. Passed, 74-19. NEA supported.

	1	2	3	4	5
ALABAMA					
Allen (D)	W	R	R	R	NV
Sparkman (D)	R	R	R	R	R
ALASKA					
Gravel (D)	R	R	R	R	R
Stevens (R)	R	R	R	R	R
ARIZONA					
Fannin (R)	W	W	W	W	W
Goldwater (R)	W	R	W	W	NV
ARKANSAS					
Bumpers (D)	R	R	R	R	R
McClellan (D)	R	R	R	R	R
CALIFORNIA					
Cranston (D)	R	R	R	R	R
Tunney (D)	R	R	R	R	R
COLORADO					
Haskell (D)	R	R	R	NV	R
Hart (D)	R	R	R	R	R
CONNECTICUT					
Ribicoff (D)	R	R	R	R	R
Weicker (R)	R	R	R	R	R
DELAWARE					
Biden (D)	R	R	R	R	R
Roth (R)	W	R	R	R	W
FLORIDA					
Chiles (D)	R	R	R	R	R
Stone (D)	R	R	R	R	R
GEORGIA					
Talmadge (D)	R	R	R	R	W
Nunn (D)	W	R	R	R	W
HAWAII					
Fong (R)	R	R	R	R	R
Inouye (D)	NV	R	R	R	R
IDAHO					
Church (D)	NV	R	R	R	R
McClure (R)	W	W	W	W	W
ILLINOIS					
Percy (R)	R	R	R	R	R
Stevenson (D)	R	R	R	R	R
INDIANA					
Hartke (D)	R	R	R	R	R
Bayh (D)	R	R	R	R	NV
IOWA					
Culver (D)	R	R	R	R	NV
Clark (D)	R	R	R	R	R
KANSAS					
Pearson (R)	R	R	R	R	R
Dole (R)	R	R	R	R	NV
KENTUCKY					
Ford (D)	R	R	R	R	R
Huddleston (D)	R	R	R	R	R
LOUISIANA					
Long (D)	R	R	R	R	R
Johnston (D)	R	R	R	R	R
MAINE					
Muskie (D)	R	R	R	R	R
Hathaway (D)	R	R	R	R	R
MARYLAND					
Mathias (R)	R	R	R	R	R
Beall (R)	R	NV	R	R	R
MASSACHUSETTS					
Kennedy (D)	R	NV	R	R	R
Brooke (R)	R	R	R	R	R
MICHIGAN					
Hart (D)	R	R	R	NV	R
Griffin (R)	NV	W	W	W	R
MINNESOTA					
Mondale (D)	R	R	R	R	R
Humphrey (D)	R	R	R	R	R
MISSISSIPPI					
Eastland (D)	R	R	R	R	R
Stennis (D)	R	R	R	R	NV
MISSOURI					
Symington (D)	R	NV	R	NV	R
Eagleton (D)	R	R	R	R	R

	1	2	3	4	5
MONTANA					
Mansfield (D)	R	R	R	R	R
Metcalf (D)	R	R	R	R	R
NEBRASKA					
Hruska (R)	R	W	W	W	R
Curtis (R)	W	W	W	W	W
NEVADA					
Laxalt (R)	R	R	R	NV	W
Cannon (D)	R	R	R	R	R
NEW HAMPSHIRE					
Durkin (D)	—	—	—	R	R
McIntyre (D)	NV	R	R	R	R
NEW JERSEY					
Case (R)	R	R	R	R	R
Williams (D)	R	R	R	R	NV
NEW MEXICO					
Montoya (D)	R	R	R	R	R
Domenici (R)	R	R	R	R	R
NEW YORK					
Javits (R)	R	R	R	R	R
Buckley (C-Rep.)	W	R	R	W	W
NORTH CAROLINA					
Morgan (D)	NV	R	R	R	R
Helms (R)	NV	NV	W	W	W
NORTH DAKOTA					
Young (R)	R	R	R	R	R
Burdick (D)	R	R	R	R	R
OHIO					
Glenn (D)	R	R	R	R	R
Taft (R)	R	R	R	R	R
OKLAHOMA					
Bellmon (R)	R	W	R	W	R
Bartlett (R)	R	W	R	W	W
OREGON					
Hatfield (R)	R	R	R	R	R
Packwood (R)	R	R	R	R	W
PENNSYLVANIA					
Scott (R)	R	R	R	R	R
Schweiker (R)	R	R	R	R	R
RHODE ISLAND					
Pastore (D)	R	R	R	R	R
Pell (D)	R	R	R	R	R
SOUTH CAROLINA					
Thurmond (R)	W	R	W	NV	W
Hollings (D)	R	R	R	R	R
SOUTH DAKOTA					
McGovern (D)	R	R	R	R	R
Abourezk (D)	R	R	R	R	R
TENNESSEE					
Baker (R)	NV	NV	R	NV	R
Brock (R)	W	NV	W	NV	W
TEXAS					
Tower (R)	R	W	R	W	W
Bentsen (D)	NV	R	R	R	R
UTAH					
Garn (R)	W	R	R	NV	W
Moss (D)	R	R	R	R	R
VERMONT					
Leahy (D)	R	R	R	R	R
Stafford (R)	R	R	R	R	R
VIRGINIA					
Byrd (I)	W	R	R	R	W
Scott (R)	W	W	W	W	W
WASHINGTON					
Magnuson (D)	R	R	R	R	R
Jackson (D)	R	R	R	R	R
WEST VIRGINIA					
Randolph (D)	R	R	R	R	R
Byrd (D)	R	R	R	R	R
WISCONSIN					
Proxmire (D)	R	R	W	R	W
Nelson (D)	R	R	R	R	R
WYOMING					
McGee (D)	NV	R	R	R	R
Hansen (R)	W	W	W	W	W

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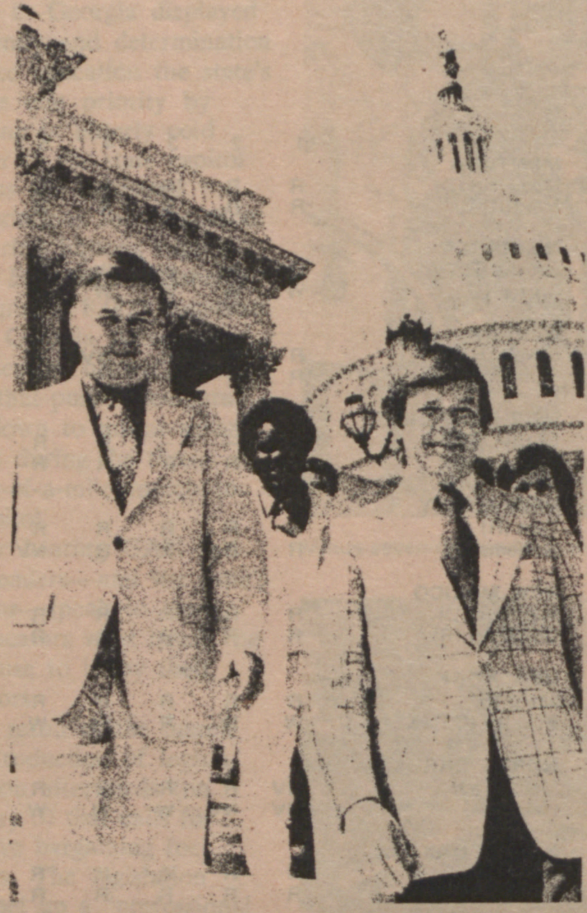

HOUSE OF REPRESENTATIVES

R = Right according to NEA position
W = Wrong according to NEA position
NV = Not voting
– = Not in office at time of vote

1. *Education Appropriations,* FY 1976 (HR 5901). Motion to amend committee bill with addition of $487 million (Roybal-Obey-Stokes amendment). Roll Call No. 123, April 16, 1975. Passed, 259-123. NEA supported.

2. *School Lunch Amendments* (HR 4222). Motion to recommit the bill to committee. Roll Call No. 160, April 28, 1975. Failed, 144-246. NEA opposed.

3. *Education of the Handicapped* (HR 7217, S 6). Motion to pass bill to provide a free, appropriate, public education for all handicapped children. Roll Call No. 450, July 29, 1975. Passed, 375-44. NEA supported.

4. *Education Appropriations,* FY 1976 (HR 5901). Motion to override President's veto of bill. Roll Call No. 502, September 9, 1975. Passed, 379-41. NEA supported.

5. *School Lunch Amendments* (HR 4222). Motion to override President's veto of bill. Roll Call No. 595, October 7, 1975. Passed, 397-18. NEA supported.

6. *Second Concurrent Resolution on the Budget* (H Con Res 466). Motion to adopt O'Neill Amendment, increasing the Budget Committee's figures for jobs and education. Roll Call No. 691, November 12, 1975. Passed, 213-203. NEA supported.

		1	2	3	4	5	6
ALABAMA							
1	Edwards (R)	W	W	W	R	R	W
2	Dickinson (R)	W	W	R	R	W	W
3	Nichols (D)	W	W	R	R	R	W
4	Bevill (D)	W	R	R	R	R	W
5	Jones (D)	R	R	R	R	R	R
6	Buchanan (R)	R	W	R	R	R	W
7	Flowers (D)	R	W	R	R	R	W
ALASKA							
AL	Young (R)	R	R	R	NV	R	W
ARIZONA							
1	Rhodes (R)	W	NV	R	W	R	NV
2	Udall (D)	R	R	NV	R	NV	NV
3	Steiger (R)	W	W	W	W	W	W
4	Conlan (R)	NV	W	R	W	R	W
ARKANSAS							
1	Alexander (D)	W	R	R	R	R	R
2	Mills (D)	NV	NV	NV	R	R	W
3	Hammerschmidt (R)	R	R	R	R	R	W
4	Thornton (D)	R	W	R	R	R	R
CALIFORNIA							
1	Johnson (D)	R	R	R	R	R	R
2	Clausen (R)	R	W	R	R	R	W
3	Moss (D)	R	R	R	R	NV	R
4	Leggett (D)	NV	NV	R	R	R	R
5	Burton, J. (D)	R	R	R	R	R	R
6	Burton, P. (D)	R	R	R	R	R	R
7	Miller (D)	R	R	R	R	R	R
8	Dellums (D)	R	NV	R	R	R	R
9	Stark (D)	R	R	R	R	R	R
10	Edwards (D)	R	R	R	R	R	R
11	Ryan (D)	NV	R	R	W	NV	R
12	McCloskey (R)	W	R	R	R	R	R
13	Mineta (D)	R	R	R	R	R	R
14	McFall (D)	R	R	R	R	R	R
15	Sisk (D)	R	R	R	R	NV	R
16	Talcott (R)	R	W	R	R	R	W
17	Krebs (D)	R	R	R	R	R	R
18	Ketchum (R)	W	W	NV	W	R	W
19	Lagomarsino (R)	R	W	W	R	R	W
20	Goldwater (R)	W	W	R	R	R	W
21	Corman (D)	R	R	R	R	R	R
22	Moorhead (R)	R	W	W	R	R	W
23	Rees (D)	R	R	R	R	R	R
24	Waxman (D)	R	R	R	R	R	NV
25	Roybal (D)	R	R	R	R	R	R
26	Rousselot (R)	W	W	W	W	W	W
27	Bell (R)	W	W	NV	R	R	W
28	Burke (D)	R	R	R	R	R	R
29	Hawkins (D)	R	R	R	R	R	R
30	Danielson (D)	R	R	R	R	R	R
31	Wilson, C. (D)	R	R	R	R	R	R
32	Anderson (D)	R	R	R	R	R	W
33	Clawson (R)	W	W	W	W	R	W
34	Hannaford (D)	R	R	R	R	R	R
35	Lloyd (D)	R	R	R	R	R	R
36	Brown (D)	R	R	R	R	R	R
37	Pettis (R)	–	–	R	R	R	W
38	Patterson (D)	R	R	R	R	R	R
39	Wiggins (R)	W	W	W	W	W	W
40	Hinshaw (R)	W	W	R	R	NV	W
41	Wilson, B. (R)	R	W	R	R	NV	R
42	Van Deerlin (D)	R	R	R	NV	R	R
43	Burgener (R)	R	W	R	R	R	W
COLORADO							
1	Schroeder (D)	R	R	R	R	R	W
2	Wirth (D)	R	R	R	R	R	R
3	Evans (D)	W	R	R	R	R	R
4	Johnson (R)	NV	W	R	R	R	W
5	Armstrong (R)	W	W	W	W	R	W
CONNECTICUT							
1	Cotter (D)	R	R	R	R	R	R
2	Dodd (D)	R	R	R	R	R	R
3	Giaimo (D)	R	W	R	R	R	R
4	McKinney (R)	R	W	R	R	R	W
5	Sarasin (R)	R	W	R	R	R	W
6	Moffett (D)	R	R	R	R	R	R
DELAWARE							
AL	du Pont (R)	W	W	R	R	R	W
FLORIDA							
1	Sikes (D)	W	R	R	R	R	W
2	Fuqua (D)	W	R	R	R	R	W
3	Bennett (D)	W	W	R	R	R	W
4	Chappell (D)	W	NV	R	R	R	W
5	Kelly (R)	W	W	R	W	R	W
6	Young (R)	W	NV	R	R	R	W
7	Gibbons (D)	NV	R	R	R	R	R
8	Haley (D)	R	R	R	R	R	W
9	Frey (R)	W	W	R	R	R	W
10	Bafalis (R)	W	W	R	R	R	W
11	Rogers (D)	R	R	R	R	R	W
12	Burke (R)	W	R	R	NV	NV	W
13	Lehman (D)	R	R	R	R	R	R
14	Pepper (D)	R	R	R	NV	R	R
15	Fascell (D)	R	R	R	R	R	R

		1	2	3	4	5	6
GEORGIA							
1	Ginn (D)	R	R	R	R	R	W
2	Mathis (D)	R	W	R	R	R	NV
3	Brinkley (D)	R	R	R	R	R	W
4	Levitas (D)	W	R	R	R	R	W
5	Young (D)	R	NV	R	R	R	R
6	Flynt (D)	W	W	W	R	R	W
7	McDonald (D)	W	W	W	W	W	W
8	Stuckey (D)	R	R	R	R	NV	W
9	Landrum (D)	W	W	NV	R	R	W
10	Stephens (D)	NV	R	R	R	R	W
HAWAII							
1	Matsunaga (D)	R	NV	R	R	R	R
2	Mink (D)	R	R	R	R	R	R
IDAHO							
1	Symms (R)	NV	W	W	W	W	W
2	Hansen (R)	W	NV	W	W	R	W
ILLINOIS							
1	Metcalfe (D)	R	R	R	R	R	R
2	Murphy (D)	R	R	R	R	R	R
3	Russo (D)	R	NV	R	R	R	R
4	Derwinski (R)	W	W	R	NV	R	W
5	Fary (D)	–	–	R	NV	NV	NV
6	Hyde (R)	W	W	R	R	R	W
7	Collins (D)	R	R	R	R	R	R
8	Rostenkowski (D)	R	R	R	R	R	R
9	Yates (D)	R	R	R	R	R	R
10	Mikva (D)	R	R	R	R	R	R
11	Annunzio (D)	R	R	R	R	R	R
12	Crane (R)	W	NV	W	W	W	W
13	McClory (R)	R	W	R	NV	R	W
14	Erlenborn (R)	W	W	R	W	R	W
15	Hall (D)	R	R	R	R	R	R
16	Anderson (R)	W	W	R	NV	R	W
17	O'Brien (R)	W	R	R	R	NV	W
18	Michel (R)	W	W	W	W	W	W
19	Railsback (R)	W	NV	R	R	R	NV
20	Findley (R)	NV	W	R	R	R	W
21	Madigan (R)	R	R	R	R	R	W
22	Shipley (D)	NV	NV	R	R	R	R
23	Price (D)	R	R	R	R	R	R
24	Simon (D)	R	R	R	R	R	R
INDIANA							
1	Madden (D)	R	R	R	R	R	R
2	Fithian (D)	NV	R	R	R	R	W
3	Brademas (D)	R	R	R	R	R	R
4	Roush (D)	R	R	R	R	R	W
5	Hillis (R)	W	W	R	R	R	W
6	Evans (D)	R	R	R	R	R	W
7	Myers (R)	W	W	R	W	R	W
8	Hayes (D)	R	R	R	R	R	R
9	Hamilton (D)	R	R	R	R	R	R
10	Sharp (D)	R	R	R	R	R	W
11	Jacobs (D)	R	R	R	R	R	W
IOWA							
1	Mezvinsky (D)	R	R	R	R	R	R
2	Blouin (D)	R	W	R	R	R	R
3	Grassley (R)	R	W	R	R	R	W
4	Smith (D)	R	R	R	R	R	W
5	Harkin (D)	R	NV	R	R	R	W
6	Bedell (D)	R	R	R	R	R	W
KANSAS							
1	Sebelius (R)	W	W	R	R	R	W
2	Keys (D)	R	R	R	R	R	W
3	Winn (R)	R	W	R	R	R	W
4	Shriver (R)	NV	NV	R	R	R	R
5	Skubitz (R)	W	W	R	R	R	W
KENTUCKY							
1	Hubbard (D)	R	R	R	R	R	W
2	Natcher (D)	R	R	R	R	R	R
3	Mazzoli (D)	W	W	R	R	R	R
4	Snyder (R)	W	W	W	R	R	W
5	Carter (R)	W	R	R	R	R	W
6	Breckinridge (D)	R	R	R	R	R	R
7	Perkins (D)	R	R	R	R	R	R
LOUISIANA							
1	Hebert (D)	NV	W	R	R	R	W
2	Boggs (D)	R	R	R	R	R	R
3	Treen (R)	W	W	W	W	R	W
4	Waggonner (D)	W	W	R	R	R	W
5	Passman (D)	W	W	R	R	R	R
6	Moore (R)	W	W	R	W	R	W
7	Breaux (D)	R	R	R	R	R	W
8	Long (D)	R	R	R	R	R	R
MAINE							
1	Emery (R)	R	W	R	R	R	W
2	Cohen (R)	R	W	R	R	R	W
MARYLAND							
1	Bauman (R)	W	W	W	W	R	W
2	Long (D)	W	R	R	R	R	R
3	Sarbanes (D)	R	R	R	R	R	R
4	Holt (R)	W	W	W	R	R	W
5	Spellman (D)	R	R	R	R	R	R
6	Byron (D)	W	W	R	R	R	W
7	Mitchell (D)	R	R	R	R	R	R
8	Gude (R)	NV	R	R	R	R	R

Report Card

		1	2	3	4	5	6
MASSACHUSETTS							
1	Conte (R)	W	W	R	R	R	R
2	Boland (D)	W	R	R	R	R	R
3	Early (D)	R	R	R	R	R	R
4	Drinan (D)	R	R	R	R	R	R
5	Tsongas (D)	R	R	R	R	R	R
6	Harrington (D)	R	R	R	R	R	R
7	Macdonald (D)	R	R	R	R	R	R
8	O'Neill (D)	R	R	R	R	R	R
9	Moakley (D)	R	R	R	R	R	R
10	Heckler (R)	W	R	R	R	R	NV
11	Burke (D)	R	R	R	R	R	R
12	Studds (D)	R	R	R	R	R	R
MICHIGAN							
1	Conyers (D)	R	NV	R	R	R	R
2	Esch (R)	W	W	R	R	R	R
3	Brown (R)	W	NV	W	R	R	W
4	Hutchinson (R)	W	W	W	W	W	W
5	Vander Veen (D)	R	R	R	R	R	R
6	Carr (D)	R	R	R	R	R	W
7	Riegle (D)	R	R	R	R	NV	R
8	Traxler (D)	R	R	R	R	R	R
9	Vander Jagt (R)	W	W	W	W	R	W
10	Cederberg (R)	NV	W	W	W	R	W
11	Ruppe (R)	NV	NV	R	R	R	W
12	O'Hara (D)	R	R	R	R	R	R
13	Diggs (D)	R	NV	R	R	R	R
14	Nedzi (D)	R	R	R	R	R	R
15	Ford (D)	R	R	R	R	R	R
16	Dingell (D)	R	R	R	R	R	R
17	Brodhead (D)	R	NV	R	R	R	R
18	Blanchard (D)	R	R	R	R	R	R
19	Broomfield (R)	W	NV	R	R	R	W
MINNESOTA							
1	Quie (R)	W	W	R	R	R	W
2	Hagedorn (R)	W	W	W	R	R	W
3	Frenzel (R)	W	W	R	R	R	W
4	Karth (D)	R	R	NV	R	R	NV
5	Fraser (D)	NV	R	R	NV	R	NV
6	Nolan (D)	R	R	R	R	R	R
7	Bergland (D)	R	R	R	R	R	R
8	Oberstar (D)	R	R	R	R	R	R
MISSISSIPPI							
1	Whitten (D)	W	W	R	R	R	W
2	Bowen (D)	R	R	R	R	NV	W
3	Montgomery (D)	W	W	W	R	R	W
4	Cochran (R)	R	NV	R	R	R	W
5	Lott (R)	W	NV	R	R	R	W
MISSOURI							
1	Clay (D)	R	R	R	R	R	R
2	Symington (D)	R	NV	R	R	NV	R
3	Sullivan (D)	R	NV	R	R	R	W
4	Randall (D)	R	R	R	R	R	W
5	Bolling (D)	R	R	R	R	R	R
6	Litton (D)	R	R	R	R	R	R
7	Taylor (R)	W	W	W	R	R	W
8	Ichord (D)	W	NV	R	R	R	W
9	Hungate (D)	R	R	R	NV	R.	W
10	Burlison (D)	W	R	W	R	R	W
MONTANA							
1	Baucus (D)	R	R	R	R	R	W
2	Melcher (D)	R	R	R	R	R	W
NEBRASKA							
1	Thone (R)	W	W	R	R	R	W
2	McCollister (R)	W	W	R	R	R	W
3	Smith (R)	W	W	R	R	R	W
NEVADA							
AL	Santini (D)	R	R	R	R	R	W
NEW HAMPSHIRE							
1	D'Amours (D)	R	R	R	R	R	R
2	Cleveland (R)	W	W	R	R	R	NV
NEW JERSEY							
1	Florio (D)	R	R	R	R	R	R
2	Hughes (D)	R	W	R	R	R	R
3	Howard (D)	R	NV	R	R	R	R
4	Thompson (D)	R	R	R	R	R	R
5	Fenwick (R)	W	W	R	R	R	R
6	Forsythe (R)	R	W	R	R	R	W
7	Maguire (D)	R	R	R	R	R	R
8	Roe (D)	R	R	R	R	R	R
9	Helstoski (D)	R	R	R	R	R	R
10	Rodino (D)	R	R	R	R	R	R
11	Minish (D)	R	R	R	R	R	R
12	Rinaldo (R)	R	R	R	R	R	R
13	Meyner (D)	R	R	R	R	R	R
14	Daniels (D)	R	R	R	R	R	R
15	Patten (D)	R	R	R	R	R	R
NEW MEXICO							
1	Lujan (R)	W	R	R	R	W	W
2	Runnels (D)	W	W	R	R	R	W
NEW YORK							
1	Pike (D)	W	R	R	R	R	NV
2	Downey (D)	R	R	R	R	R	R
3	Ambro (D)	R	R	R	R	R	R
4	Lent (R)	NV	W	R	R	R	W
5	Wydler (R)	W	W	R	R	R	W
6	Wolff (D)	R	R	R	R	R	R
7	Addabbo (D)	R	R	R	R	R	R
8	Rosenthal (D)	NV	R	R	R	R	R
9	Delaney (D)	R	R	R	R	R	R
10	Biaggi (D)	R	NV	R	R	R	R
11	Scheuer (D)	R	R	R	R	R	R
12	Chisholm (D)	R	W	R	R	R	R
13	Solarz (D)	NV	R	R	R	R	R
14	Richmond (D)	R	R	R	R	R	R
15	Zeferetti (D)	R	R	R	R	R	R
16	Holtzman (D)	R	R	R	R	R	R
17	Murphy (D)	R	R	R	R	R	R
18	Koch (D)	R	R	R	R	R	R
19	Rangel (D)	R	NV	R	R	R	R
20	Abzug (D)	R	R	R	R	R	R
21	Badillo (D)	R	R	R	R	R	R
22	Bingham (D)	R	W	R	R	R	R
23	Peyser (R)	R	R	R	R	R	R
24	Ottinger (D)	R	R	R	R	R	R
25	Fish (R)	R	W	R	R	R	R
26	Gilman (R)	R	R	R	R	R	R
27	McHugh (D)	R	R	R	R	R	R
28	Stratton (D)	R	R	R	R	R	R
29	Pattison (D)	R	R	NV	R	R	R
30	McEwen (R)	W	W	R	R	R	NV
31	Mitchell (R)	R	R	R	R	R	W
32	Hanley (D)	R	R	R	R	R	R
33	Walsh (R)	R	R	R	R	R	W
34	Horton (R)	R	R	R	R	R	R
35	Conable (R)	W	W	W	W	R	W
36	LaFalce (D)	R	R	R	R	R	R
37	Nowak (D)	R	R	R	R	R	R
38	Kemp (R)	W	NV	R	W	R	W
39	Hastings (R)	W	W	R	R	R	W
NORTH CAROLINA							
1	Jones (D)	R	R	R	R	R	W
2	Fountain (D)	W	R	R	R	R	W
3	Henderson (D)	R	R	R	R	R	W
4	Andrews (D)	R	R	NV	R	R	W
5	Neal (D)	R	R	R	R	R	R
6	Preyer (D)	R	R	R	R	R	R
7	Rose (D)	R	R	R	R	R	R
8	Hefner (D)	NV	R	R	R	R	W
9	Martin (R)	W	W	R	R	NV	W
10	Broyhill (R)	W	W	W	R	NV	W
11	Taylor (D)	NV	R	R	R	R	W
NORTH DAKOTA							
AL	Andrews (R)	W	W	R	R	R	NV
OHIO							
1	Gradison (R)	W	W	R	R	R	W
2	Clancy (R)	W	W	R	W	R	W
3	Whalen (R)	R	R	R	R	R	R
4	Guyer (R)	R	R	R	R	R	W
5	Latta (R)	W	W	R	W	R	W
6	Harsha (R)	W	NV	R	R	R	NV
7	Brown (R)	W	W	W	W	R	W
8	Kindness (R)	W	W	R	R	R	W
9	Ashley (D)	NV	W	R	R	R	NV
10	Miller (R)	W	W	W	W	R	W
11	Stanton, J.W. (R)	NV	W	R	R	R	W
12	Devine (R)	W	W	W	W	W	W
13	Mosher (R)	R	W	R	R	R	NV
14	Seiberling (D)	R	R	R	R	R	R
15	Wylie (R)	W	W	R	R	R	W
16	Regula (R)	W	W	R	R	R	W
17	Ashbrook (R)	W	W	W	W	R	W
18	Hays (D)	W	R	NV	R	R	R
19	Carney (D)	R	R	R	R	R	R
20	Stanton, J.V. (D)	R	R	R	NV	R	R
21	Stokes (D)	R	R	R	R	R	R
22	Vanik (D)	R	NV	R	R	R	R
23	Mottl (D)	R	R	R	R	R	R
OKLAHOMA							
1	Jones (D)	W	W	R	R	R	R
2	Risenhoover (D)	R	R	NV	R	R	R
3	Albert (D)	NV	NV	NV	NV	NV	NV
4	Steed (D)	R	R	R	R	R	W
5	Jarman (R)	W	W	R	NV	R	W
6	English (D)	R	R	R	R	R	W
OREGON							
1	AuCoin (D)	W	R	R	R	R	W
2	Ullman (D)	R	R	R	R	R	R
3	Duncan (D)	W	W	R	R	R	R
4	Weaver (D)	R	R	R	R	R	W
PENNSYLVANIA							
1	Barrett (D)	R	R	R	R	R	R
2	Nix (D)	R	R	R	R	R	R
3	Green (D)	R	R	R	R	R	R
4	Eilberg (D)	R	R	R	R	R	R
5	Schulze (R)	W	W	R	R	R	W
6	Yatron (D)	NV	R	R	R	R	R
7	Edgar (D)	R	R	R	R	R	R
8	Biester (R)	R	W	R	R	R	R
9	Shuster (R)	W	W	W	W	W	W
10	McDade (R)	W	R	R	R	R	R
11	Flood (D)	W	R	R	R	R	R
12	Murtha (D)	R	R	R	R	R	R
13	Coughlin (R)	R	W	R	R	R	W
14	Moorhead (D)	R	R	R	R	R	R
15	Rooney (D)	R	R	R	R	R	R
16	Eshleman (R)	W	W	R	R	R	NV
17	Schneebeli (R)	W	W	R	W	W	W
18	Heinz (R)	R	W	R	R	R	R
19	Goodling (R)	W	W	R	R	R	W
20	Gaydos (D)	R	R	R	R	R	R
21	Dent (D)	NV	R	NV	R	R	W
22	Morgan (D)	R	R	R	R	R	R
23	Johnson (R)	W	W	R	R	R	W
24	Vigorito (D)	R	R	NV	R	R	R
25	Myers (R)	W	W	R	R	R	W
RHODE ISLAND							
1	St. Germain (D)	R	R	R	R	R	R
2	Beard (D)	R	R	R	R	R	R
SOUTH CAROLINA							
1	Davis (D)	R	R	R	R	R	R
2	Spence (R)	W	W	R	R	R	W
3	Derrick (D)	R	W	R	R	R	R
4	Mann (D)	W	W	R	R	R	W
5	Holland (D)	NV	R	R	R	R	W
6	Jenrette (D)	R	R	R	R	NV	R
SOUTH DAKOTA							
1	Pressler (R)	R	R	R	R	R	W
2	Abdnor (R)	R	W	W	R	R	W
TENNESSEE							
1	Quillen (R)	W	W	R	R	NV	W
2	Duncan (R)	W	R	R	R	NV	W
3	Lloyd (D)	R	R	R	R	R	W
4	Evins (D)	W	NV	R	R	R	W
5	Allen (D)	—	—	—	—	—	—
6	Beard (R)	W	W	W	W	W	W
7	Jones (D)	R	R	R	R	R	W
8	Ford (D)	R	R	R	R	R	W
TEXAS							
1	Patman (D)	R	R	R	R	R	R
2	Wilson (D)	R	NV	R	R	R	R
3	Collins (R)	W	W	W	W	W	W
4	Roberts (D)	W	W	R	R	R	W
5	Steelman (R)	W	W	R	R	R	W
6	Teague (D)	NV	W	NV	W	W	W
7	Archer (R)	W	W	W	W	R	W
8	Eckhardt (D)	R	R	NV	R	R	R
9	Brooks (D)	W	NV	R	R	R	R
10	Pickle (D)	W	W	R	R	R	W
11	Poage (D)	W	NV	R	R	R	W
12	Wright (D)	R	NV	R	R	R	R
13	Hightower (D)	NV	R	R	R	R	W
14	Young (D)	W	R	R	R	R	R
15	de la Garza (D)	R	W	R	R	R	NV
16	White (D)	R	R	R	R	R	W
17	Burleson (D)	W	W	R	R	W	W
18	Jordan (D)	R	R	R	NV	R	R
19	Mahon (D)	W	W	R	R	R	W
20	Gonzalez (D)	R	NV	R	R	R	R
21	Krueger (D)	R	NV	W	R	W	W
22	Casey (D)	W	W	R	R	R	W
23	Kazen (D)	R	R	R	R	R	W
24	Milford (D)	W	R	R	R	R	W
UTAH							
1	McKay (D)	W	R	W	R	R	R
2	Howe (D)	R	R	R	R	R	R
VERMONT							
AL	Jeffords (R)	R	W	R	R	R	W
VIRGINIA							
1	Downing (D)	W	W	R	R	R	W
2	Whitehurst (R)	W	W	R	W	R	W
3	Satterfield (D)	W	W	W	W	R	W
4	Daniel, R. (R)	NV	W	W	R	R	W
5	Daniel, D. (D)	W	W	W	W	R	W
6	Butler (R)	W	W	W	R	R	W
7	Robinson (R)	W	W	W	R	R	W
8	Harris (D)	R	R	R	R	R	R
9	Wampler (R)	W	W	R	R	R	W
10	Fisher (D)	R	R	R	R	R	R
WASHINGTON							
1	Pritchard (R)	R	NV	R	R	R	R
2	Meeds (D)	R	R	R	R	R	R
3	Bonker (D)	R	R	R	R	R	R
4	McCormack (D)	R	R	R	R	R	R
5	Foley (D)	R	R	R	R	R	R
6	Hicks (D)	R	R	R	R	R	R
7	Adams (D)	R	R	R	R	R	R
WEST VIRGINIA							
1	Mollohan (D)	R	NV	R	R	R	R
2	Staggers (D)	R	R	R	R	R	R
3	Slack (D)	W	R	R	R	R	R
4	Hechler (D)	R	R	R	R	R	W
WISCONSIN							
1	Aspin (D)	R	R	R	R	R	R
2	Kastenmeier (D)	R	R	R	R	R	W
3	Baldus (D)	R	R	R	R	R	W
4	Zablocki (D)	R	R	R	R	R	R
5	Reuss (D)	R	R	R	R	R	R
6	Steiger (R)	W	NV	R	R	R	W
7	Obey (D)	R	R	R	R	R	W
8	Cornell (D)	R	R	R	R	R	W
9	Kasten (R)	W	W	R	W	R	W
WYOMING							
AL	Roncalio (D)	R	R	R	R	R	R

NEA TEACHERS GUIDE FOR 1975 Income Taxes

As you approach the task of filling in your 1975 federal income tax return, take some comfort in knowing that changes in the law in recent years have lessened the burden on individual taxpayers. Take the time to become familiar with them as well as with other tax rules that may benefit you as a teacher. Our purpose is to alert you to them, if only in a general way. Since it is not possible here to detail the many qualifications, limitations, and exceptions that exist, consult appropriate code sections and rulings if items mentioned concern you.

Examine the choices open for the method of tax filing that is most advantageous to your personal situation. Figure out if it pays you to itemize deductions or to take the standard deduction. If you are married and both you and your spouse have taxable income, test to see if you will save tax dollars by filing a separate or a joint return. Also check to see if you qualify as a head of household, a status to which a lower tax rate applies.

If you had an unusually large income in 1975 compared with the preceding four years, there may be a tax break for you in the income-tax averaging provisions (IRC 1954, secs. 1301-1305). If you suffered damage to or loss of personal property arising from a fire, hurricane, tornado, flood, storm, or other casualty or accident, or from theft, a tax deduction is allowable for the damages or loss in excess of $100 for each single casualty or theft (IRC 1954, sec. 165(c)(3)). Persons who suffer a disaster loss in an area subsequently determined by the President to warrant federal assistance under the Disaster Relief Act of 1970 have an option. They may (1) take the loss on the return for the year in which the loss occurred or (2) elect to deduct the loss on the return for the preceding taxable year (IRC 1954, sec. 165(h)), filing amended returns or claims for refund, if necessary.

Short Form 1040A is available in 1975 for use by certain taxpayers whose income is from wages and salaries and not more than $400 each from interest and dividends, and who elect the standard deduction. Long Form 1040 is basically the same as before.

Examine the choices open for the method of tax filing that is most advantageous to you.

CHANGES IN LAW

The major legislative change during 1975 was the Tax Reduction Act of 1975, which provided a series of tax reductions and tax credits applicable only to the 1975 taxable year. On December 22, 1975, President Ford signed the Revenue Adjustment Act of 1975, which extended the 1975 tax reductions, with modifications, for the first six months of 1976. The effect of these two Acts is reflected in the summary which follows:

1. Personal and dependency exemptions are $750 each for the 1975 tax year. The standard deduction is the higher of (a) the $1,600 (increased from $1,300 in 1974) flat low income allowance for a single taxpayer ($1,900 for married taxpayers filing jointly, and $950 for a married taxpayer filing separately) or (b) 16 percent (increased from 15 percent in 1974) of adjusted gross income with a ceiling of $2,300 for a single taxpayer ($2,600 for married taxpayers filing jointly; and $1,300 for a married taxpayer filing separately). The Revenue Adjustment Act of 1975 extended these provisions with some modifications for the 1976 tax year, but these changes do not affect 1975 tax returns. Be sure to read the instructions for limitations on the use of the low income allowance.

A refundable earned income credit is available to taxpayers earning less than $8,000.

2. The gross income levels at which individuals must file tax returns have been increased for 1975. For 1975, the levels for taxpayers under age 65 are $2,350 for a single taxpayer; $3,400 for a married couple filing a joint return; $750 for a married taxpayer filing a separate return; and $2,650 for a surviving spouse. The figures for 1976 are generally higher.
3. The adjusted gross income level for use of the optional tax tables for a taxpayer who does not itemize nonbusiness deductions has been increased from $10,000 to $15,000 for taxable year 1975 only.
4. A tax credit for personal exemptions is now available. For taxable year 1975, the tax credit is computed by multiplying $30 by the number of exemptions (other than those for age and blindness) that the taxpayer claims on the 1975 return. For taxable year 1976, different rules apply. Congress may make further changes in the 1976 provisions, but in any event these differences will not apply to the forms being filed by this April.
5. A refundable earned income credit for 1975 and extended to 1976 is available to taxpayers earning less than $8,000. The taxpayer must maintain a household with a child eligible to be claimed as an exemption. The credit is equal to 10 percent of the first $4,000 of income, reduced by 10 percent of the amount earned above $4,000. For 1976, the percentage will be reduced to 5 percent assuming there is no extension beyond the first six months of 1976. Thus, the maximum credit for 1975 is $400 and $200 for 1976 under the six-month extension.
6. There is also a credit available for 1975 for the purchase of a new principal residence which the taxpayer occupies as the first user. Five percent of the purchase price of such a new principal residence purchased or constructed by the taxpayer may be taken as a tax credit up to a maximum of $2,000. Construction of the residence must have begun before March 26, 1975, and it must be acquired and occupied by the taxpayer after March 12, 1975, and before January 1, 1977. If the residence was not constructed by the taxpayer, it must have been acquired into by the taxpayer under a binding contract entered into by the taxpayer before January 1, 1976. This credit may be taken only if Form 1040 is filed.

PENSION REFORM

The Pension Reform Act of 1974 (P.L. 93-406), officially designated the "Employee Retirement Income Security Act of 1974," adopts the most sweeping overhaul of pension and employee benefit rules in history, affecting virtually every employee benefit plan.

One immediate benefit is the increase of allowable deductions for contributions by self-employed individuals to H.R. 10 (Keogh) Plans from 10 percent of earned income * (with a maximum of $2,500) to 15 percent of earned income (with a maximum of $7,500). An individual with only a small amount of self-employment income is entitled to deduct 100 percent of such income up to a limit of $750. For example, a teacher, covered by an employer's pension plan, who also earned $1,000 from self-employment (tutoring, music lessons, etc.) formerly had little tax incentive in establishing a mini-Keogh plan to shelter $100 (10 percent of $1,000). Under the new minimum contribution rule, $750 could be deductible. Caution: This is not applicable to employee income reported on a W-2. Also, the law has no effect on deferment of taxes on amounts contributed to a public teacher retirement system, as these amounts remain taxable. Part II of Form 1040 allows for the deduction of contributions to Keogh Plans.

Employees who are not participants in retirement or tax deferred annuity plans may contribute up to 15 percent of their compensation, up to a maximum of $1,500, to individual retirement accounts or annuities. Such contributions are deductible by the employees.

* In general, the term "earned income" means the net earnings from self-employment. For further definition with respect to determination and restrictions, consult IRC Sec. 401(c)(2) and 1402(a).

CHILD AND DEPENDENT CARE

The maximum amount of the deduction for child and dependent care is $4,800 and includes general household services in the deduction (IRC 1954, sec. 214). Here are the basics of the law:

- To qualify for the deduction, the taxpayer must provide over one-half the cost of maintaining a household for a dependent child under age 15, a disabled dependent of any age, or a disabled spouse. The expenses for child and dependent care may be claimed only if they were necessary in order to enable the taxpayer to be gainfully employed or to seek gainful employment. Includable are expenses for household services and for child care outside the home for dependents under age 15—at a day care center or in another person's home, for example. However, educational expenses for a child in the first grade or higher are not deductible.
- The maximum deduction is $400 per month. Expenses outside the home count only for the child care and only to the extent of $200 per month for one child, $300 for two children, and $400 for three or more children. Expenses in excess of $400 in any one month cannot be carried over to other months. Taxpayers with adjusted gross incomes of $18,000 or less are allowed to deduct up to the $400 monthly limit ($35,000 or less for taxable years beginning after March 29, 1975. Since most individuals are calendar-year taxpayers, the $35,000 limit will generally not be available for 1975 tax returns). The

deduction must be reduced by $1 for every $2 of adjusted gross income over $18,000 ($35,000 for taxable years beginning after March 29, 1975).

- A deduction for a disabled dependent age 15 and over must be reduced by the amount by

Expenses for child and dependent care may be claimed if they were necessary to enable the taxpayer to be gainfully employed.

which his or her adjusted gross income plus his or her nontaxable disability payments exceed $750 for the year. The deduction for a disabled spouse must be reduced by all nontaxable disability payments. No deduction is allowed for payments for child or dependent care services made to any person who could be or is, in fact, a dependent or relation of the taxpayer.

To obtain a deduction for child or dependent care expenses, the taxpayer must itemize deductions on his tax return. A married couple may take the deduction only if a joint return is filed and only for those months in which both are gainfully employed or seeking gainful employment on a substantially full-time basis, unless, of course, the spouse is disabled. A married taxpayer living apart from his or her spouse and filing a separate return is treated as unmarried for the purpose of this rule. If you take the deduction, use Form 2441 for substantiation and attach it to the income tax return.

POLITICAL CONTRIBUTIONS

You may take either a tax deduction or a tax credit, whichever you choose, for qualified political contributions. Which method gives the better tax break depends on the combination of your donation and your tax bracket. However, only the tax credit is available if you do not itemize deductions.

Congress has doubled the maximum deduction or credit allowed for taxable year 1975 and thereafter. The maximum allowable *deduction* in any one year is $200 on a joint return, whether one or both spouses make the contributions, and $100 on other returns; the *tax credit* is limited to one-half of the total contributions with a ceiling of $50 on a joint return and $25 on other returns. Only cash

You may take a tax deduction or a tax credit for qualified political contributions.

contributions qualify, but under IRS guidelines and proposed regulations, cash payments include the cost of a ticket to a dinner if the dinner is devoted primarily to fund raising and political speeches.

To be eligible for the credit or deduction, the political contributions must be made to a national, state, or local committee of a national political party, to an announced candidate for nomination or election to public office, to a campaign committee sponsoring such a candidate, or to a newsletter fund used exclusively for the preparation and circulation of a newsletter on behalf of an individual who holds, has been elected to, or is a candidate for nomination to, any federal, state, or local elective public office.

To claim a 1975 contribution to a candidate, to a campaign committee, or to a newsletter fund, the candidacy must have been announced by the end of 1976 and the contribution must have been made for use in connection with the candidacy. Also, the candidate and the campaign committee must have filed the required forms with IRS.

You will need to produce a written receipt to substantiate the deduction or credit. A cancelled check will ordinarily be satisfactory proof, but a special authorized receipt should be obtained from the candidate or committee to whom your contribution was made in the event you are required to present additional proof to IRS.

EDUCATIONAL EXPENSES

If, while working as a teacher in 1975, you took courses during the summer or during the regular school session, or attended workshops or educational conferences, or if in 1975 you were engaged in full-time studies during a temporary leave from teaching (whether or not on leave status), your expenditures for education may be tax deductible as a business expense. (IRC 1954, sec. 162; Reg. sec. 1.162-5 as amended May 2, 1967, by T.D. 6918; Rev. Rul. 68-591, 1968-2 CB 73; Form 2106).

Expenses for education are deductible under these two rules: (a) the education meets the express requirements imposed by your employer or by applicable law or regulations as a condition for retention of salary, status, or employment; or (b) the education maintains or improves skills required of you in your present employment. If either of these two rules is satisfied and the education does not fall within the limitations mentioned next, the tax deduction may be claimed even if the studies lead to a degree, or result in a salary increase or career advancement.

Expenses for education may not be deducted if incurred to meet minimum education required of a taxpayer for qualification in his present employment, or if the education would qualify the taxpayer for a new trade or business. For income tax purposes, the minimum educational requirement for qualifica-

Your expenditures for education may be tax deductible.

tion as a teacher is the minimum level of education in terms of aggregate graduate hours or degree that is normally required for an individual in the same position.

For example, a state may require beginning teachers to have a bachelor's degree, including 30 semester hours of professional education courses; in addition, to retain his position, the teacher must complete a fifth year of study within 10 years after being employed. Under these circumstances, the bachelor's degree is considered the minimum educational requirement.

Accordingly, a teacher with a bachelor's degree may deduct the education expenses incurred to satisfy the required semester hours of professional education courses. The expenses for the fifth year of study are also deductible unless the education qualifies the teacher for a new trade or business.

Present regulations expressly state that teaching and related duties are considered as involving the same general type of work. Thus, changing from an elementary teacher to a secondary teacher or to a teacher of a different subject, or changing from a teacher to a guidance counselor or to a principal is *not* a change to a new trade or business.

Also, an employed teacher who has met minimum education requirements for a permanent certificate in one state may deduct the costs for prescribed education courses necessary to qualify as a teacher in another state (Rev. Rul. 71-58, 1971-1 CB 55).

TRAVEL AS EDUCATION

Teachers' expenditures for travel as a form of education (including travel while on sabbatical leave) are deductible to the extent that the expenditures are attributable to the period of travel that is "directly related" to the teacher's school duties. Travel is considered "directly related" only if the major portion of the activities during the travel period directly maintains and improves skills required of the teacher in his employment. Whether these tests have been met depends on the facts of each individual case. The school employer's approval or acceptance of the travel program in fulfillment of requirements is not determinative that the required relationship exists.

The traveling teacher and IRS do not always see eye to eye on entitlement to the tax deduction for educational travel. Of interest in this regard is a recent decision of the Tax Court which reversed the IRS and ruled that a world history teacher who traveled through France, visiting historical sites and taking and collecting slides and other materials for use in her classes, was entitled to deduct her expenses. The court held that the travel was of such a nature as to directly maintain and improve her skills as a history teacher.

However, her Latin teacher husband was not entitled to deduct his travel expenses for the same trip because he failed to satisfy the court that the activities during the travel period improved his skills in instruction of the Latin language (*S.* and *E. Marlin,* 54 T.C. 560 (1970); acquiescence by the Commissioner of Internal Revenue, 1970-2 CB XX).

Travel as a form of education differs from travel to attend a university or college to take courses. There is no requirement that you must go to the school nearest your home. Expenses for travel abroad to attend school are deductible if the education otherwise qualifies (*Ford,* 56 T.C. 1300 (1971) aff'd—F2d—(9th Cir. 1973); *Weinman,* T.C. Memo 1971-92).

HOW TO DEDUCT EDUCATION EXPENSES

Tuition, books, supplies, laboratory fees, and similar items are deductible on Schedule A, Form 1040, but *only* if you itemize deductions. You may not deduct these items if you take the standard deduction or use a tax table. Travel expenses to obtain education, including transportation (but not commuting expenses), tolls, parking fees, and meals and lodging while away from home overnight are deductible, whether you itemize deductions, take the standard deduction, or use a tax table. Deduct these items on line 39, Part II, page 2, of Form 1040. Attach Form 2106.

Other employment-connected items may be deducted as a business expense in Part II, page 2, Form 1040, *even if you do not itemize deductions.* These are:

1. Travel expenses to professional meetings and conventions.
2. Automobile expenses incurred for school business (but not commuting between home and school). You may either allocate the operating and fixed cost—gasoline, oil, repairs, depreciation, etc.—attributable to the business use of the car and claim these as a deduction or you may use the standard mileage rate of $.15 per mile for the first 15,000 miles of business use and $.10 per mile thereafter, plus tolls and parking fees.

If you moved to another residence because you went to work at a new location for the same employer or a new employer, you may deduct the cost of your move if two conditions are met: (a) the change in job locations must have added a distance of at least 50 miles to your new place of work from your *old* residence; (b) you must work full time for at least 39 weeks during the first 12 months after your arrival in the new area.

If you do not meet the 39-week test by the due date of your 1975 tax return but expect to later, you may deduct the moving expenses on the 1975 return.

Deductible expenses are the reasonable cost of moving your household goods and personal effects, and travel costs (including meals and lodging) for yourself and your family. Also deductible are expenses for the following three items, limited to a total of $2,500 with no more than $1,000 combined for the first two:

- Cost of house-hunting trip after obtaining employment at the new location
- Temporary living expenses up to 30 days at the new location
- Certain costs of buying and selling a home. Attach Form 3903 (IRC 1954; sec. 217; Reg. sec. 1.217-1).

Some other items may be deducted as business expenses of an employee, but *only* if deductions are itemized. These are:

1. Membership dues to professional organizations, including NEA and its state and local affiliates; cost of professional magazine subscriptions; necessary books and equipment purchased for use in your employment. However, if the useful life of these materials is more than one year, you may deduct only the annual depreciation (*Patter-*

(Continued on next page)

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(Continued from preceding page)

son, T.C. Memo 1971-234).

2. Out-of-pocket expenses for items such as slides purchased for classroom use and for extra school supplies and materials you furnished to students if you have not been reimbursed for them (*Feinstein,* T.C. Memo 1970-288; *Patterson v. Commissioner,* 436 F.2d 359 (9th Cir. 1971); *Denison,* T.C. Memo 1971-249). The litigation history of such deductions discloses a high taxpayer mortality rate. The taxpayer should be able to establish that the claimed deduction is an ordinary and necessary expense (IRC 1954, sec. 162) of his trade or business and that such amounts are in fact supported by adequate documentation.

3. Service, fair share, or agency shop fees equal to dues required to be paid to an employee organization or union by nonmembers as a condition of employment (Rev. Rul. 68-82, 1968-1 CB 68).

4. Expenses incurred in seeking new employment in the *same* trade or business including fees paid to an employment agency. In a recent change of position, the Internal Revenue Service has acquiesced to the decisions of the U.S. Tax Court, holding that such expenses are deductible even where the taxpayer does not secure new employment (*Cremona,* 58 T.C. 219 (1973), acquiesced 1975-76 IRB 6) and where the taxpayer decides not to accept the position offered (*Kenfield,* 54 T.C. 1197 (1972)). Under the new IRS Ruling, such expenses are not deductible if an individual is seeking employment in a new trade or business even if employment is secured. Travel expenses incurred in seeking new employment are deductible only if the trip is related *primarily* to seeking such new employment (Rev. Rul. 75-120, 1975-15 IRB 8). Note, however, this Revenue Ruling will not be applied to fees paid to secure employment before April 21, 1975.

5. Amounts paid to substitutes by teachers when absent from school.

6. The cost and maintenance of special clothing or uniforms required in your work but not generally suitable or wearable off the job. Examples are athletic gear, safety eyeglass equipment in science laboratories and industrial arts classes, and work clothes for special classes like arts.

7. Office in home: under IRS rules an employee who, as a condition of employment, *is required* to provide his own space and facilities to perform some of his duties and who regularly uses a portion of his residence for that purpose, may deduct a pro rata portion of the maintenance and depreciation on the residence (Rev. Rul. 62-180, 1962-2 CB 52). While IRS continues to adhere to these rules and to challenge the deduction unless the employer requirement is shown, the Tax Court in numerous decisions has applied a more liberal rule.

The court has allowed the employee the deduction, even if the office in the home is *not* required by the employer, as long as the use of the office in the home (an apartment or a house) is "appropriate and helpful" to the conduct of the employee's duties (*Bischoff,* T.C. Memo 1966-102; *Peiss,* 40 T.C. 78, acquiescence by the Commissioner of Internal Revenue, 1968-2 CB 2; *Newi,* T.C. Memo 1963-131, affirmed by U.S. Court of Appeals, 432 F.2d 998 (2nd Cir. 1971); *Denison,* T.C. Memo 1971-249).

In a recent decision, the Fourth Circuit Court of Appeals reversed a Tax Court ruling which allowed a government lawyer to take a deduction for a den in his home which he used for work which was helpful to his job, but which he was not required to do at home, and to keep abreast of current developments in his field. *Bodzin,* 60 T.C. 820 (1973), reversed 509 F.2d 679, *cert. denied* 96 S.Ct. 40 (1975). The Court of Appeals noted that the taxpayer was not required, requested, expected or encouraged to work in the evenings or on weekends and that "if he had chosen to do so, he could have worked comfortably in his IRS office at any time." The Court thus found that the expenses were personal and not deductible business expenses, noting that in other cases where the deduction had been allowed "the office provided by the employer was either not available in the evening and on weekends or was not suitable for the purpose for which the taxpayer involved was using a room in his home."

The *Bodzin* case should not prevent most school teachers from deducting home office expenses. If such an office is required by the employer, the expenses incurred in maintaining it are clearly deductible. Even if the office is not officially required, if the teacher can show that he or she is expected and encouraged to perform tasks such as preparing lesson plans, grading papers and contacting parents at home and that the school building is not available or suitable to work in in the evenings or on weekends, the deduction should be allowed. In addition, it should be noted that the Tax Court rulings are applicable everywhere but in the states of Maryland, Virginia, West Virginia, North Carolina and South Carolina, which are governed by the Fourth Circuit Court of Appeals decision. Note: The Tax Reform Act currently under consideration by Congress would effectively eliminate the home office deduction for most salaried employees—including teachers—in subsequent years.

The following are some excludable items that need not be reported as income on the tax return:

1. Premiums for a tax-sheltered annuity purchased on behalf of a teacher by his school board are excludable in the current tax year up to amounts within the exclusion allowance limits. The annuity becomes taxable when received (IRC 1954, sec. 403(b); see IRS Publication 571). (See also IRC 1954, sec. 415, added by P.L. 93-406.)

2. Scholarship and fellowship grants are tax-exempt, subject to certain limitations, as are amounts received for expenses incident to the grant such as travel (including an allowance for family travel), research, clerical help, or equipment. The grants are not excludable if they represent compensation for past, present, or future services or are for study or research that is primarily for the benefit of the grantor.

Degree candidates may exclude the amount of the grant in full except for that portion received for teaching, research, or other part-time employment required as a condition of the grant—unless such activities are required of all candidates for the particular degree. Grants to *nondegree candidates* are excludable only if the grantor is a tax-exempt organization under Sec. 501(c)(3) or a governmental unit or agency. An amount up to $300 per month times the number of months the amounts are received under the grant in the tax year is excludable, to a lifetime total of 36 months (IRC 1954, sec. 117; Reg. sec. 1.117-1 through 4).

Under certain conditions, degree candidates may exclude the amount of a grant in full.

Numerous IRS rulings have applied these general rules. Depending on the facts presented, some grants were ruled excludable, others not. Some examples of excludable grants are stipends under Title IV, NDEA (Rev. Rul. 61-53, 1961-1 CB 21) and under the National Science Foundation to attend a summer institute for science (Rev. Rul. 58-498, 1958-2 CB 47); payments by USOE to colleges and universities on behalf of National Teacher Corps teacher-interns for part-time graduate study, but not the payments to participants in National Teacher Corps during preservice and in-service periods.

Also ruled nonexcludable are payments by a state to teacher "consultants" funded under the Education Professions Development Act to attend the state's inservice training program to improve methods of English instruction in the public schools, on the basis that these payments are compensation, not payments for education or training.

3. Sick pay and disability benefits. Sick-leave pay because of illness or injury, including amounts received by teachers during sabbatical leave for health restoration, may be excluded under these conditions:

- If the sick pay is 75 percent or less than the regular weekly salary, there is a waiting period of seven calendar days (none if hospitalized as a bed patient for at least one day). Up to $75 a week is excludable for the first 30 days of absence and up to $100 a week thereafter.
- If the sick pay exceeds 75 percent of the regular weekly salary, nothing is excludable for the first 30 calendar days of absence (even if hospitalized). After this 30-day waiting period, up to $100 a week is excludable.

Teachers may not exclude sick pay for those days when school is closed for holidays, summer recess, or other vacation period. Sick pay must be included in gross income on the tax return; the excludable amount is then listed separately on line 37, Part II, page 2, Form 1040, and subtracted from the income figure. Attach Form 2440 or other required statement.

Taxation of Mandatory Contributions to Retirement Plans

During the last several tax seasons, the NEA has published advisories to members, suggesting that they file claims for refund of the taxes they have paid on mandatory contributions to retirement funds. The IRS has steadfastly maintained that such contributions are currently taxable to employees, notwithstanding the fact that the employees have no option to use the money for any other purpose until they terminate employment. NEA, along with other employee organizations in the Coalition of American Public Employees, has been engaged in two lawsuits challenging the IRS's position that these mandatory contributions are includable in the employee's gross income. One of these cases, *Hogan v. United States,* filed in a federal court in Michigan, has been decided in favor of the IRS. The Sixth Circuit Court of Appeals has affirmed that decision and the U.S. Supreme Court has refused to review the case. The second case, *Cohen v. Commissioner,* was also decided for the IRS by the U.S. Tax Court in California. The decision is now on appeal before the U.S. Court of Appeals for the Ninth Circuit.

Prospects for success in the courts on this issue are not very bright. Nevertheless, inasmuch as the *Cohen* case is still pending, teachers may wish to protect their right to a refund of taxes paid in 1972 and 1973 by filing a Claim for Refund Form (Form 843) with the IRS. Such a claim would allow a teacher to receive a refund in the event of a favorable decision in the *Cohen* case. It may be filed up to three years after the due date for the return on which the claim is based. Thus, taxpayers have until April 15, 1976, to make a claim with respect to their income tax return for the year 1972. With respect to 1974 and later years, Congress has, by amendment to the Internal Revenue Code, expressly provided that such contributions will be taxable, in effect wiping out the theory on which the *Cohen* and *Hogan* cases were filed.

Excitement & Economy Combine in These "Spirit of '76" Tours.

Make the Bicentennial a Year of Travel and Learning... Take an Association-Sponsored Educational Tour

SEE GENERAL INFORMATION section (next page) for rules and regulations applicable to tours/flights.

MOROCCAN HOLIDAY (MH-6, 7, 8)

MH-6 June 29-July 13, 1976
MH-7 July 13-27, 1976
MH-8 Aug. 3-17, 1976

$799 from New York based on affinity-group airfare: IT5BA1A009MOD

Single Supplement: $80

Our 1975 all-Moroccan Holiday was so enthusiastically received that we have now added to both the itinerary and the number of departures.

Limited to a convenient maximum of 60 people per group, a balance of scheduled sightseeing and free time has been planned to assure lasting memories of a unique part of the world.

HIGHLIGHTS:
Rich in Moorish architecture, this crossroads of Europe and North Africa is a land of great natural beauty and color. Meet the Blue People. Watch haughty camels and lop-eared donkeys trotting through the streets amid cries of vendors and water sellers. Wander through the picturesque mosques, kasbahs, and native souks, and enjoy folkloric music and dances. Sightseeing includes: half-day in Agadir; full-day in Marrakech; full-day in Fez; half-day in Rabat; half-day in Casablanca; plus a full-day excursion to Mohamedia, visiting Meknes and Volubilis enroute. Entrance fees are included. English-speaking Moroccan guide.

TOUR FEATURES:
- Round-trip transatlantic transportation via Royal Air Maroc jet, New York/Casablanca; all inter-Morocco transportation by deluxe air-conditioned motorcoaches
- Accommodations for 13 nights in first-class and deluxe hotels with private bath, double occupancy
- Continental breakfast and dinner daily
- All service charges, tips for baggage handling and taxes, including airport taxes
- NEA Tour Director

OPTIONAL TRIPS AVAILABLE
Estimated costs based on number participating

From Agadir:
Half-day Taroudant, $7. Travel through orange and olive groves to the ancient walled city to visit bazaars and inspect handicrafts.
Full-day with lunch to Goulimine—land of the Blue People, $20.
Full-day with lunch to Tafraout and Tiznet, $20.
Full-day with lunch to Essouiria, $20.

From Marrakech:
Half-day tour to Ourika Valley, $6. Scenic trip across rolling hills skirting kasbahs and fortified mountain villages.
Half-day to Asni, $6. Visit to a quaint Berber village.
Full-day with lunch to Ouarzazate, $24. Ride through palm groves and over the mountains to kasbah country and one of the fascinating outposts of the tribal era.

EXPLORING THE UNUSUAL AROUND THE WORLD (RW-1,2)

***RW-1** June 28-Aug. 16, 1976 $5560
RW-2 July 5-Aug. 23, 1976 $5595

Based on group affinity airfare from New York with nominal additional cost for hometown-to-hometown air service. 50 days in: Egypt, Iran, Afghanistan, Pakistan, Sri Lanka (or India on RW-2), Malaysia, Indonesia (with Bali) and Australia.

HIGHLIGHTS:
First stop is Cairo, where you will visit the Suez Canal. Attend a special program at Al Azhar University. In Iran sightseeing will include Teheran and Shiraz, including the ruins of Persepolis. Visit the ruins of Afghanistan's Ghaznavid capital, including the tomb of Sultan Ghaznavid, founder of the Ghaznavid Dynasty. Continue through the famed Khyber Pass, entering Pakistan for sightseeing in Peshawar. Motorcoach exploration of enchanting Swat and the village of Kalam in the exotic Hindu Kush. Proceed to Rawalpindi and the Taxila excavations. Motor through the districts of Gilgit and Hunza in the Himalayas. Full-day trip to the state of Punial and a reception with the royal family. In Lahore, enjoy a special program at the University of the Punjab. Visit the Wilpattu National Park in Colombo, Sri Lanka; enjoy a scenic drive to the ancient Ceylonese capital of Anuradhapura, first among Buddhist holy cities; sightsee in Sri Lanka's cultural capital of Kandy. Tour of Kuala Lumpur, Malaysia, and a drive to Singapore and the famous Straits of Malacca. In picturesque Kota Kinabalu, Sabah, a program at Kent Training College for teachers is planned. Full-day excursion to Puncak Pass, stopping at Bogor Botanical Gardens in lush tropical Indonesia. After Jakarta, fly to Yogyakarta, Java, for a visit to the Sultan's palace. Then continue to Taman Sari Art Gallery and the silver workshops of Kota Gede followed by a visit to the Prambanan Temples, largest complex of temples in Indonesia. Visit the sacred Sangeh monkey forest on Bali, with an excursion to Ubud, the center of Balinese art and painting, where wood carving and weaving will be observed. Exciting evening performance of the Kecak dance. See Perth, Australia, then fly to Kangaroo Island. Then visit the Flying Doctor base (or other educational program) in Alice Springs. See Ayers Rock, the world's largest monolith. In Sydney, inspect the magnificent opera house and celebrate your most unusual world tour with dinner at the elegant Coachman Restaurant. Via luxury cruiser, savor Australian oysters on the Hawkesbury River. Visit a koala sanctuary. NOTE: RW-2 will not visit Sri Lanka due to the International Conference scheduled to take place there in August. India, including Delhi, Agra, and Jaipur, will be substituted for the 5 days of the RW-1 Sri Lanka portion.

TOUR FEATURES:
- Round-trip jet transportation via Pakistan International Airlines and connecting carriers; surface transportation via deluxe motorcoach.
- Accommodations in first-class to deluxe hotels, double occupancy, with private bath.
- Continental breakfast and dinner daily outside the U.S.
- All tips and transfers in connection with scheduled tour activities.

***OPTIONAL ACADEMIC CREDIT:** Available on RW-1 through Rhode Island College on both the graduate and undergraduate levels in Comparative Education. Price shown does not include matriculation fees or tuition. For information on course requirements, tuition, or registration for credit, write to: Dr. Adrian B. Plante, c/o Office of Assistant Dean of Educational Studies, Rhode Island College, Mt. Pleasant Avenue, Providence, RI 02908.

EASTER IN PARIS

Still Available—Sign Up Now!
Transportation only—New York-Paris-New York
April 10-17, 1976 (ETOP1)—$412
April 17-24, 1976 (ETOP2)—$412
Via Pakistan International Airlines. Fare includes $30 weekend surcharge—based on affinity group airfare. NEA membership of at least 6 months prior to flight date is required. Members of the immediate family (limited to spouse, dependent children, or parents residing in the eligible member's household) may participate.

JERUSALEM EDUCATION CONFERENCE

On December 28 and 29, 1976, this historic event, sponsored and conducted by the National Education Association, will take place. Contacts with Israel's leading statespeople will be featured.

In conjunction with this conference, NEA Educational Travel offers two exciting tours. The 8-day tour ($745) departs December 26, 1976 and returns January 2, 1977. The 10-day tour ($790) departs December 22, and returns December 31, 1976. Both tours will allow December 28th and 29th free for the Jerusalem Conference.

Biblical sites to be toured include Old and New Jerusalem, Jericho, the Dead Sea, Massada and Hebron. The 10-day tour also includes Nazareth, Tiberias and Bethlehem.

For full details on these important tours, write to NEA Educational Travel at the address at the bottom of the next page.

NEA GRAND PACIFIC HOLIDAY

NEW FOR 1976 BALI, HONG KONG, MANILA — 14 DAYS, 12 NIGHTS (GPT)

TOUR	DATES	DEPARTING CITIES
GPT-1	Jun 30-Jul 14	New York
GPT-2	Jul 8-Jul 22	Philadelphia
GPT-3	Jul 12-Jul 26	Chicago
GPT-4	Jul 16-Jul 30	New York
GPT-5	Jul 24-Aug 7	Boston
GPT-6	Jul 28-Aug 11	Chicago
GPT-7	Aug 1-Aug 15	New York
GPT-8	Aug 5-Aug 19	Washington, D.C.
GPT-9	Aug 9-Aug 23	Atlanta
GPT-10	Aug 13-Aug 27	Chicago
GPT-11	Aug 17-Aug 31	New York

$995 from any of the above cities.

AIR/LAND BREAKDOWN:
All transportation via Air Manila Boeing 707 jets, affinity charter basis, with a capacity of 170 seats. Land cost: $302.58, including tax. Air cost: $692.42. Total price: $995. Airfare portion is subject to increase on a *pro rata* basis should the number of participants be less than aircraft capacity. NEA membership of 6 months duration required. For more information on this tour, write for a detailed brochure.

ORIENT HOLIDAY 1976

JAPAN, THAILAND, HONG KONG — 15 DAYS, 13 NIGHTS (OHN, OHC)

TOUR	DATES	DEPARTING CITIES
OHN-1	Jun 30-Jul 14	Washington, D.C.
OHN-2	Jul 1-Jul 15	New York
OHN-3	Jul 6-Jul 20	Philadelphia
OHN-4	Jul 13-Jul 27	New York
OHN-5	Jul 20-Aug 3	New York
OHN-6	Jul 26-Aug 9	Chicago
OHN-7	Jul 27-Aug 10	New York
OHN-8	Aug 3-Aug 17	New York
OHN-9	Aug 9-Aug 23	Baltimore
OHN-10	Aug 17-Aug 31	New York
OHC-1	Jul 12-Jul 26	San Francisco
OHC-2	Jul 22-Aug 5	Los Angeles

$895 plus 15% tax/service from East Coast and Midwest
$795 plus 15% tax/service from West Coast

AIR/LAND BREAKDOWN:
All transportation via Japan Airlines DC-8 jets, based on affinity charter, with a capacity of 152 seats. East Coast and Midwest land cost: $189.25 including tax/service; air cost $849; total price: $1029.25. West coast land cost: $188.25 including tax/service; air cost: $726; total price: $914.25. NEA membership of 6 months duration required.
For more information on this tour, write for a detailed brochure.

Use the coupon at the bottom of the next page to sign up for these tours.

WILDLIFE OF SOUTH AMERICA *(BST)

An Ornithology Expedition

July 6-24, 1976
$1640 from Miami
$1749 from New York
$1749 from Washington, D.C.
$1842 from Chicago
$1826 from St. Louis
Fare based on group-inclusive airfare: IT6BN1NEA1
Single Supplement: $205

18 DAYS IN ECUADOR AND PERU

Observe numerous species of tropical birds in their natural habitat. A once-in-a-lifetime opportunity to view the most exotic varieties, from the albatross and the booby to the toucan and the wood creeper. Your expedition will be led by Mr. Stephen Wylie, Curator of Birds, St. Louis Zoological Park.

*OPTIONAL ACADEMIC CREDIT: Available through St. Louis University, graduate or undergraduate levels. For more information on course requirements, tuition or registration, write to: Dr. Ray Walsh, Dept. of Biology, St. Louis University, 3507 Laclede Ave., St. Louis, MO 63103.

SOUTH AMERICAN WESTERN HIGHLIGHTS (SAW-1, 2)

Panama, Peru, Ecuador, Colombia

SAW-1 July 3-17, 1976
SAW-2 July 31-Aug. 14, 1976
$1193 from Miami
$1299 from New York
$1299 from Washington, D.C.
$1395 from Chicago
Single Supplement: $172
Fare based on GIT airfare: IT6BN1NEA4

Begin your trip in Panama, where you will enjoy extensive sightseeing in Panama City and the Panama Canal. In Peru, visit Lima, the capital, as well as pre-Inca ruins and mountain resorts. Fly to Cuzco and Machu Picchu, then continue on to Quito, Ecuador, and see the modern city as well as country villages. Your trip will end in Bogota, Colombia, where you will enjoy sightseeing in the city and excursions to the environs.

BICENTENNIAL AMERICA (BA-1/6)

Washington, D.C.; Williamsburg, Va.; Philadelphia, Pa.—8 days, 7 nights

BA-1 July 10-17, 1976 BA-4 Aug. 7-14, 1976
BA-2 July 17-24, 1976 BA-5 Aug. 14-21, 1976
BA-3 July 24-31, 1976 BA-6 Aug. 21-28, 1976

$299 plus 15% tax/service from Washington, D.C.
Single Supplement: $55
Children: Same rate as adults
Rate for 3 persons in room (triple): $18 reduction per person

Extensive sightseeing of all points of interest in these three sites of great historic importance. In Washington, D.C., visit some of the nation's most famous monuments and public buildings. In Williamsburg, see colonial buildings, houses and shops. Enjoy excursions to Busch Gardens and Jamestown. Your trip will end in historic Philadelphia, where you will enjoy a full-day of sightseeing including Independence Hall, the Betsy Ross House, the Liberty Bell and an excursion to Valley Forge.

RENDEZVOUS IN RIO (RBN-1/4)

RBN-1 July 5-13, 1976 from Minneapolis and Chicago $664
RBN-2 July 12-20, 1976 from Boston and New York $626
RBN-3 July 19-27, 1976 from Philadelphia $564
RBN-4 July 26-Aug. 3, 1976 from Cleveland and Miami $629
Single Supplement: $98—No reductions for triple-occupancy or for children.

We are pleased to repeat this exceptional series of tours—four outstanding week-long vacations to one of the most beautiful cities in the world. RIO DE JANEIRO, Brazil, is a gay and vibrant pearl-white metropolis on Guanabara Bay, sheltered by the peaks of soaring Sugar Loaf and Corcovado. Expansive beaches such as the Copacabana and Ipanema are famous in song and history, along with the city's charming colonial architecture and cosmopolitan culture. EXCITING RIO . . . glamorous heart of Brazil.

Included in these four tours:

- **Round-trip transportation**
- **Accommodations in first class hotels, with private bath, based on double occupancy**
- **Some meals**
- **Transfers and baggage handling**
- **Tour escort throughout**

For more details on these tours, please refer to your latest issue of ECO or write to NEA Educational Travel.

NEA-SPONSORED CHARTER FLIGHTS

Transportation Only

Charter Code	Depart	Return	Cities	Round-Trip Price
CP-1	June 21	July 21	Minneapolis-Amsterdam-Minneapolis	$420
CP-2	June 22	August 12	Detroit-Amsterdam-Detroit	362
CP-3	June 23	July 28	New York-Madrid-New York	318
CP-4	June 29	August 19	Chicago-Amsterdam-Chicago	375
CP-5	July 7	July 30	Washington, DC-Amsterdam-Washington, DC	349
CP-6	July 9	July 24	New York-Amsterdam-New York	326
CP-7	July 12	August 2	Detroit-Amsterdam-Detroit	362
CP-8	July 12	August 4	New York-Amsterdam-New York	323
CP-9	July 13	August 15	New York-Brussels-New York	322
CP-10	July 15	August 16	Chicago-Amsterdam-Chicago	375
CP-11	July 19	August 4	New York-Amsterdam-New York	323
CP-12	July 20	August 12	Boston-Amsterdam-Boston	318
CP-14	August 4	August 23	Philadelphia-Amsterdam-Philadelphia	334
CP-15	August 5	August 23	New York-Geneva-New York	350
CP-16	August 13	August 29	New York-Amsterdam-New York	326
PK-17	July 3	July 27	New York-Paris-New York	317

Airfares subject to increase on pro rata basis should the number of passengers be less than capacity of aircraft.

All NEA charter flights are on an affinity basis. The flights coded CP are on Pan American World Airways Boeing 707 jets with a seat capacity of 180; the flight coded PK is on Pakistan International Airlines DC-10 with a seat capacity of 275.

To be eligible you must have held NEA membership for at least six months pior to flight departure date, per Civil Aeronautics Board (CAB) regulation. Other eligible participants: spouse, dependent children and parents of the NEA member if they reside at the same home address. The prices quoted above include U.S. departure taxes as well as foreign departure taxes. Also included is an NEA administrative fee of $8.70.

On transportation only flights to Europe, full deposit, less $15 cancellation fee, will be refunded if cancellation is received 90 days or more prior to departure. If the cancellation is received less than 90 days but more than 30 days prior to departure and no replacement is found by the cancelling party(ies), the $125 deposit will be forfeited. For cancellations received less than 30 days prior to departure, full payment will be forfeited unless a replacement is found by the cancelling party(ies). A $15 cancellation fee per person will be held in all cases even if a replacement is found.

ACADEMIC CREDIT TO CHARTER PARTICIPANTS: NEA charter flight participants desiring to earn academic credit may do so in connection with the Western Illinois University Study Abroad Program. To obtain information on this Program, write directly to: International Services
Western Illinois University
Macomb, Illinois 61455

GENERAL INFORMATION

All prices, dates, and itineraries are subject to change.

Hotels: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

Group Affinity Airfares: Tours described as "based on group affinity airfare" are available to 15 or more persons traveling together who have been members of the NEA for at least six months as of date of tour departure. The spouse, dependent children above the junior level of high school, and parents who reside in member's household may accompany the eligible member at the same price.

Affinity Charter Airfares: Tours described as "based on affinity charter airfare" are based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA, except as described above, are ineligible.

GIT Airfares: Tours described as "based on GIT airfare" are based on use of the Group Inclusive Tour Basing airfare available to 10 or more persons traveling together on all flights, and are available to NEA members, their relatives and friends. Per airline regulations, 25% of the GIT airfare is nonrefundable should the participant cancel 21 days or less before departure.

Cancellations: All cancellations must be received in writing at NEA Educational Travel. There will be a $15 per person cancellation service charge on all reservations cancelled, regardless of reason. In addition to the nonrefundable $15 cancellation fee, certain penalties may apply due to nonrefundable advance payments or commitments made to airlines, hotels, tour operators, etc., as follows: On *affinity charter* tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $15 fee, only if an eligible replacement is provided by the cancelling party; on *GIT* tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations (CPE tours, 20% additional penalty on land cost); on *group affinity* tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline. On *transportation only* flights to Europe, full deposit, less $15 cancellation fee, will be refunded if cancellation is received 90 days or more prior to departure. If the cancellation is received less than 90 days but more than 30 days prior to departure and no replacement is found by the cancelling party(ies), the $200 deposit will be forfeited. For cancellations received less than 30 days prior to departure, full payment will be forfeited unless a replacement is found by the cancelling party(ies). A $15 cancellation fee per person will be held in all cases even if a replacement is found.

UNIFIED SPECIAL SERVICES ...We're listening.

For the complete 1976 summer travel program, please refer to your copy of "Passport to the World", the 16-page travel supplement included in your February issue of ECO.

For more infomation on all programs, write to:
NEA Educational Travel
1201 16th Street, N.W., Washington, D.C. 20036

Send application to: CV-16
NEA Educational Travel,1201 16th Street, N.W., Washington, D.C. 20036

Deposit of $200 per person is required for reservation.
Deposit of $125 per person is required for reservation on charter flights.
There is a $15 cancellation fee on all reservations cancelled.

Please reserve__________spaces on__________departing on__________
(code no. of tour/flight) (date)

from__________Enclosed is a deposit of $__________

NAME(s)__________
(Please give names and addresses of additional persons on a separate sheet)

ADDRESS__________

CITY__________STATE__________ZIP__________

HOME PHONE__________SCHOOL PHONE__________

NEA Educational Travel, 1201 16th Street, N.W.,Washington, D.C. 20036

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nea reporter

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Washington, D.C.

America's Other Children

Bilingual / Multicultural Education: Hope For The Culturally Alienated

Over nine million children of school age population throughout the United States are non-Anglo and consequently differ from the culturally dominant population.

Some five million of these children come to school speaking a language other than English. Historically, they have been considered "marginal" children—barely worth educating, just as marginal products are barely worth producing. They live in ghettos, on reservations, or barrios; they have drop-out rates as high as 50 or 60 percent.

The remaining four to five

(Continued on page 13)

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New Hampshire Man Is 1976's First Teacher Delegate

TEACHER POLITICAL ACTION 1976

NEA-PAC

Teacher Delegate Richard Bouley

CONCORD, N.H.—When the Democratic national convention meets this summer in New York City, a 37-year-old New Hampshire classroom teacher will be there with the distinction of being the first teacher delegate in the nation to be elected to a major political party convention in 1976.

Richard Bouley, a world civilization and government teacher from Littleton, won this special recognition as a pledged delegate to Jimmy Carter in the New Hampshire Presidential primary, the nation's first, on Feb. 24.

What's more, Bouley, a veteran of Democratic political activities in the Granite State, was the top vote-getter in the Second Congressional District where he garnered upwards of 9,000 votes.

NEA is aiming for some 300 teacher delegates and alternates to the Democratic and Republican national conventions this summer. Hundreds of teachers in many other states have begun the process of running for convention delegate or alternate delegate in the Presidential primary and caucus-convention states.

Bouley, Democratic county chairman of Grafton County, is one of the better known Democrats in the state, a major reason why he was in demand to run as a delegate. In addition, Bouley has served as town Democratic leader and has worked in several U.S. Senate and gubernatorial campaigns in New Hampshire.

What do Bouley's pupils think of their teacher's involvement in politics? "They're very pleased," he says, "and it's been a great teaching experience for me. My pupils have met several of the Presidential candidates. They think it's tremendous."

Would the nation's first teacher party delegate want to make a career of politics? Not really, Bouley adds. He had a chance in 1962 when he worked in the successful campaign of U.S. Senator Thomas McIntyre (D-N.H.) to go to Washington and work for the new senator. McIntyre was elected to his first term in 1962.

"I spent the summer of 1963 in the nation's capital working in the Senator's office with the provision that I could stay on, but decided to go back to teaching—it's the greatest job of all. However, I'm looking forward to participating in the Democratic political convention."

Bouley was joined by two other New Hampshire educators who ran successful campaigns in the Presidential primary. They are: John Tucker, executive director of the New Hampshire Education Association, who was selected as an alternate-at-large pledged to President Ford; and Gordon Quimby, a classroom teacher from Dover, committed to Jimmy Carter as an alternate delegate in the First Congressional District.

TEACHER POWER ELECTS NEW YORK DEMOCRAT

Teachers and NEA field representatives view map for get-out-the-vote drive in the winning campaign headquarters of Democrat Stanley Lundine in New York State's 39th Congressional District. From left: Richard Lathrop, NEA organizing specialist; Tom Husted and Arne Wipfler, teachers from Horseheads; and William Hammer, NEA organizing specialist. More than 100 volunteer teachers worked in the successful campaign.

Kathy Colgrove, Elmira, and Richard Lathrop, NEA organizing specialist, map strategy in a successful Congressional campaign won by Democrat Stanley Lundine in New York's 39th Congressional District. Colgrove was among more than 100 teachers in the Southern Tier area who worked in Lundine's campaign.

JAMESTOWN, N.Y.—"Teacher power buries money power." That's the assessment of someone who should know—the nation's newest Congressman, Democrat Stanley Lundine, who swept to victory over his high-spending opponent March 2 in a special Congressional election here in New York's 39th District.

Lundine gave extensive teacher support the credit for his win against high odds and dedicated his victory statement to the cadre of more than 100 teacher volunteers who were the core of his campaign. Asserted Lundine: "This is an election that could not have been won without the enthusiastic support and involvement of many teachers." Pointing out that the opposing candidate had spent $3 to Lundine's $1 on media advertising, Lundine stressed that "this election demonstrates that money is no substitute for resolve."

Lundine's slim campaign chest was augmented by a $5,000 contribution from NEA-PAC (the maximum under federal law), but he found teacher determination and skill a much more valuable contribution, stating: "Teachers operated phone banks, drove cars, sat babies, and did all the pedestrian things so vital to victory." The teachers had also worked feverishly to contact their 6,000 colleagues in the district to line up more support for Lundine and pressed an extensive get-out-the-vote drive which brought a heavy turnout on election day.

The new Congressman said he was "complimented that my record on behalf of quality education attracted teacher support. I go to Congress resolved to reaffirm my long-standing commitment to quality education for all Americans."

The 36-year-old Lundine—the first Democrat to represent the district since the Civil War—defeated Republican John Calkins, a former aide to President Ford and director of the Republican National Congressional Committee, by more than 20,000 votes. The election was called after the resignation of Rep. James F. Hastings (R-N.Y.). The district includes the cities of Jamestown, Elmira, and Corning in New York's Southern Tier.

This Is the Election Year Teachers Have Been Waiting For

By NEA President John Ryor

The biggest political year in Association history has opened in earnest. Teacher political activity in the 1976 national elections is already unprecedented. And that's the way it will be until the last ballot is counted on election day in November—more and more teacher activity.

This is the election we have all been waiting for. It is the first time that teachers will have the opportunity to complete the full cycle of national politics: involvement in both the Congressional and Presidential races. This involvement is crucial for achievement of our legislative objective to have a Congress and a President working together in support of education.

In the Presidential sweepstakes, we are lining up delegates to both the Democratic and Republican national conventions this summer. Hundreds of teachers have already participated in the Presidential preferential primaries and in the first stages of the Presidential caucus-convention meetings which have been held in more than a dozen states. Teachers have also been engaged in two special Congressional elections, one in Texas and the other in New York. In New York, they helped elect an underdog candidate who won in a landslide. Meanwhile, a nationwide grass-roots information program is under way to inform each of you of the 1976 Presidential Endorsement Procedure.

But the 1976 political year also marks a new season with new Congressional endorsements as teachers become active in a record number of House and Senate races. We must work harder than ever before to build upon the gains in the 1974 Congressional elections, when more than four out of five teacher-backed candidates won. This kind of success resulted in a pro-education Congress.

"We need to assure the election of another pro-education Congress and a President who will support our two top legislative priorities: one-third federal funding for public elementary and secondary education, and collective bargaining for teachers and other public employees."

And that's the way we've got to keep it!

It isn't going to be easy, however. Many of our freshmen friends in the House face uphill battles for re-election. Other incumbent House and Senate members, some holding influential posts on key committees vital to education interests, need teacher support. Several other pro-education members of Congress are expected to be in tight races and will require a shot in the arm from teachers. There are also more than 40 seats in both chambers that will be vacant because of retirements and resignations. This will spark vigorous activities among new candidates seeking to fill these positions.

The Congressional endorsement process is already in full swing. The National Education Association Political Action Committee (NEA-PAC) has recommended 40 early House and Senate endorsements pending concurrence from the appropriate state and local associations. NEA-PAC will be making additional recommendations for Congressional endorsements when the NEA-PAC Steering Committee and Council meet April 23-25 at NEA Center.

Congressional endorsements will set a new record this year. In 1974, teachers participated in a total of 310 House and Senate contests. We will be involved in upwards of 350 Congressional races in 1976. The magnitude of this participation in national politics is very ambitious indeed.

But teachers are facing up to the challenge of involvement in a record number of Congressional races as well as participation in Presidential politics. We proved our political strength in 1972, the year of our first involvement in the Congressional races. And we proved it again in 1974, when teachers helped elect a pro-education Congress that beat back Presidential attempts for appropriations and school lunch vetoes, rescissions, and deferrals of education appropriations.

With the 1976 election year comes the possibility of our greatest accomplishment in national politics. First, we have to maintain our edge in Congress and assure the election of another pro-education Congress come November 2nd. I hope, too, that on that day we will have elected a President who will support our two top legislative priorities. They are: one-third federal funding of public elementary and secondary education; and collective bargaining rights, guaranteed by federal law, for teachers and other public employees.

Sound good? Then it's up to you. I know that you will make the 1976 political year the most successful ever for teachers.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Violence

In response to page 5 article Who's to Blame? and Combatting School Violence, February 1976, Vol. 15, no. 2—of NEA Reporter—I would like to suggest that our Supreme Court judges and local judges take a stand on stiffer punishment for law breakers. The death penalty on down. Our violent nation did not become violent due to parents, students, teachers, and administrators or family disorganization or T.V. They may be factors, but our laws have gone astray.

This I feel is the way to begin—our penal institutions and security systems will help but never like the punishment laws. A lot of politics and money are involved.

John T. Szalinski
Pittsburgh, Pennsylvania

Regarding violence in the schools . . . the January issue of the Phi Delta Kappan quoted from the Surgeon General's report, "The more violence and aggression a youngster sees on T.V., regardless of his age, sex, or social background, the more aggressive he is likely to be in his own attitudes, and behavior. The effects are not limited to youngsters who are in some way abnormal, but found rather in large numbers of perfectly normal children."

Methinks educators can share responsibility for some of today's campus problems with society in general and T.V. in particular. I personally indict "Laugh In" and "The Smothers Brothers" with their sly innuendos for contributing to the popularity of pot smoking in youth.

Lois Kingsbury
San Pedro, California

As a liberal and free thinker this idea may seem odd, but it seems that the obvious answer to violence in the schools is for schools to start a revival of religion.

Virginia Friedlander
Bloomington, Indiana

In response to Willard McGuire's article "Violence in the Schools," February 1976, where he stated we won't eliminate violent behavior by students if we condone the violence of such things as IQ testing, racism . . . violence in south Boston . . . dynamite in West Virginia.

We need to professionally accept the responsibility of accountability of class non-attenders as classroom teachers. The administration to assume the responsibility of follow-through with teacher referrals by using written communication both ways. The high rate of violence in communities throughout the nation has been traced directly to class non-attendance by a minority of our students.

Let's stop placing the blame on those beyond the realm of our immediate influence. The school community is what we make it. Youth want and expect mature responsible consistent leadership tempered with love, individual recognition and fairness.

William E. Walton
Fair Oaks, California

Principles vs. Objectives

My target is your 1-76 issue of the NEA Reporter, Vol. 15, no. 1—page 4—Global Curriculum. I hope that before you and Dr. Shane convert the world to our way of life that you will reconstitute your thinking and recognize that there is a difference between "Principles and Objectives." I have read . . . the "Cardinal Principles of Secondary Education" a 1001 times. It was completed in 1918.

Let's segregate principles and objectives and recognize the value and necessity of each in our search for common ideas, ideals, and practices by which we will build democracy in America.

W. L. Van Loan
Corvallis, Oregon

A Better Way

Amen and Bravo! to Mr. William A. Rupp, Kersey, Colorado, on his letter "Proof Sought" published in the January 1976 edition of NEA Reporter. I concur with his educational philosophy so ably expressed therein.

I humbly entreat my fellow teachers to ponder therefore:

1. When I remain out of the classroom for weeks and months, am I infringing on the child's right to learn?
2. Subsequent to my return to the classroom (and I remained out with disregard for the court and its injunction), no matter how vociferous I am in instructing my pupils to be law abiding citizens, will they really take heed, or will they recall the words of the poet Edgar A. Guest, thus taking my example rather than my advice?

I am in favor of teachers requesting that for which they think they are entitled. Moreover, I believe there is a better way.

Mrs. Cecil V. Dargan
Wilson, North Carolina

Federal Failure

The National Education Association favors more federal "spending" for education. The paradox is that it does not mean more benefits for the pupil at the local level.

The federal "plan of spending" and "allocation" of monies is wasteful. . . .

We have yet to find a federal program that is not a failure. The IRS harasses us with more complex forms each year, no sign of income tax reform. Social Security is a mess, the overhead is too costly. Urban renewal has destroyed our towns. The Student Loan Program has cost the taxpayers millions. Financial institutions find that it is easier to bill the government instead of the students. CETA has provided local politicians an opportunity to "featherbed," build local bureaucratic empires, because of federal "restrictions."

There is no end to federal failure. NEA aids and abets this catastrophic, chaotic condition.

Melvin S. Frank
Niles, Ohio

Better Test Scores

Just once I'd like to hear NEA advocate improved teaching that would result in better test scores!

M. E. Barber
Valparaiso, Indiana

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nea reporter

nea helping teachers teach

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John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Assistant Editor
Karen Sheppard
Assistant to the Editor

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STAYS IN COALITION WITH NEA

AFSCME Withdraws from AFL-CIO Public Employee Department

BAL HARBOUR, FLA.—Charging that its participation in the AFL-CIO's Public Employee Department (PED) "has become a waste of time and money," the American Federation of State, County, and Municipal Employees has pulled out of the department rather than pay its dues.

AFSCME's pullout leaves the AFL-CIO department representing 1.8 million public employees compared to the nearly 3 million public employees represented by the Coalition of American Public Employees, in which AFSCME participates with NEA and four other national public employee organizations. NEA has noted that the success and growth of CAPE—now with 21 state coalition affiliates—spurred AFL-CIO to establish its public employee department 18 months ago.

The largest public employee union in PED, the nearly 750,000-member AFSCME reduced its per capita payments to PED in September from some $14,000 to $2,000 monthly. AFSCME decided to pay per capita fees of 2 cents per member per month on just 100,000 members rather than on its actual membership of seven times higher. Terming PED a "useless appendage," AFSCME President Jerry Wurf said that he hoped the reduction would "spur the leadership to become more responsive."

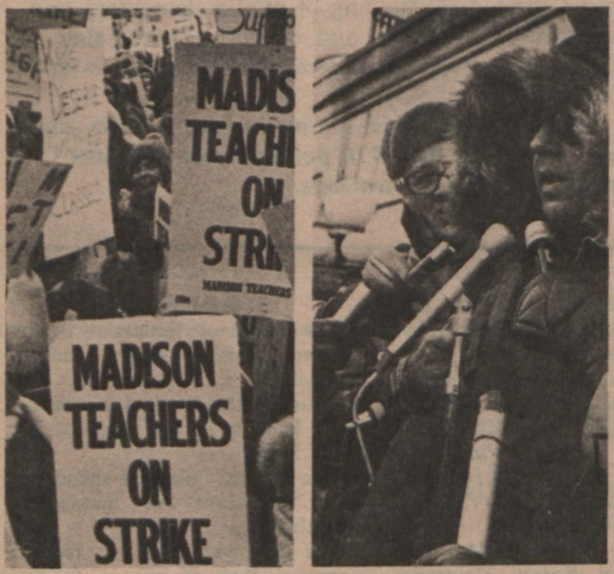
Meeting here recently prior to the AFL-CIO Executive Council, the AFL-CIO department gave its largest affiliate 10 days to pay up some $55,000 in back dues or be expelled. AFSCME instead opted to withdraw.

"Domination of the department by private sector unions, the lack of leadership, and the department's inability to develop and carry out a coherent program" were cited by AFSCME as reasons for its actions.

In these hard times for public employees, Wurf and AFSCME Secretary-Treasurer William Lucy pointed out that the AFL-CIO department has had no impact as a department on the following key Congressional issues: countercyclical financial aid for the cities and states tied to a job-creating public works program; federal assistance for New York City; the override of the President's HEW appropriations veto; and the extensions of manpower legislation and general revenue sharing. This was contrasted to help from AFL-CIO and from individual unions, AFSCME said, emphasizing in a separate memo to its council and local leaders that its action does not indicate an intention to leave the AFL-CIO.

Reacting to the AFSCME action, CAPE Executive Director Harvey Zorbaugh said: "CAPE speaks for public employees. CAPE's ability to work toward a public service ideal without having to compromise to private sector profit concerns is a key to virtually all of our activity and successes. The Coalition does not have to temper its positions on what is right for the public or for its public employees."

Zorbaugh added: "We have cooperated with private sector unions and other organizations in many places. The difference is that our goals are set for public employees before we reach out to other groups. Where we can cooperate, we do. Where we can't, we work as public employees to accomplish those things we must for public employees. And it is interesting that PED discussed the need for closer PR and publications cooperation among the various member unions to deal with difficult public employee problems. At CAPE, we have been doing this for some time, and not only at the PR level but also with the legislative and legal staffs."



MADISON, WISC.—Madison Teachers Incorporated Chief Negotiator Mike Schwaegerl (above right) assures the 1,900 striking MTI members that a tentative contract agreement has been reached January 17. On strike—the first in that city's history—for two weeks in January, MTI members came out of below-zero temperatures with an 11.2 percent salary gain and many other benefits. B.A. salaries will range from $9,400 to $15,980 and Ph.D. salaries from $11,750 to $19,740 under the second phase of the new contract. The board of education—agreeing to a factfinder's terms—will also pay the employer and employee shares of retirement effective August 1, 1976, and all of the health insurance, including a $240 increase in premiums.

Equal Rights Effort Launched from NEA Center

WASHINGTON, D.C.—A national campaign aimed at ratifying the Equal Rights Amendment (ERA), which is backed by NEA, has been launched here with headquarters at NEA Center. The campaign is called ERAmerica.

"NEA has provided office space at NEA Center for ERAmerica and we will continue to work with other national organizations in an effort to achieve ratification of ERA," said Stanley J. McFarland, director of NEA Government Relations.

Backers of the ERA—speaking at a news conference at NEA Center in February—pledged a political battle to win ratification in the four states needed to add the provision to the U.S. Constitution.

NEA is among more than 100 education, civic, religious, and labor organizations that have endorsed the amendment which would mandate that "equality of rights under the law shall not be denied or abridged by the United States or by any states on account of sex." Deadline for ratification by the necessary 38 states is March 22, 1979.

NEA is committed to continue to work for ratification of ERA and, upon ratification, for achievement of equality. NEA policy states that after 1976 no future NEA Representative Assemblies "shall be held in states which have not ratified the Equal Rights Amendment."

Chairing ERAmerica are Liz Carpenter, Democratic committeewoman; and Elly Peterson, former Republican National Committee co-chair. Jane Wells is national campaign manager.

ERAmerica was created to develop a single focus on the ERA ratification campaign. As an independent political campaign, ERAmerica is developing financial support from organizations and individuals committed to providing all Americans full equality under the Constitution.

States that have not ratified ERA are: Alabama, Arizona, Arkansas, Florida, Georgia, Illinois, Indiana, Louisiana, Mississippi, Missouri, Nevada, North Carolina, Oklahoma, South Carolina, Utah, and Virginia.

A NATIONAL DRIVE FOR EQUAL RIGHTS now runs from NEA Center. Here NEA President John Ryor welcomes Jane Wells, national campaign manager of a drive to ratify the Equal Rights Amendment. NEA has donated office space for the drive.

1976 Education Week Packets Set

WASHINGTON, D.C.—American Education Week packets are now available for the 1976 observance, November 14-20, based on the theme, "The schools are yours. Help take care of them." The packets may be ordered for $3 each (tsock no. 5050-9-OD) from NEA Order Department, Academic Building, Saw Mill Rd., West Haven, CT 06516. AEW is jointly sponsored by NEA, the American Legion, the National Congress of Parents and Teachers, and the U.S. Office of Education.

New NEA State Association Born In New York

"We're going to help you build one united organization that will respond to the needs of members, not the ego needs of leaders"
— NEA President John Ryor

NEW YORK CITY—Some 500 New York state teachers representing dozens of local associations throughout the state met here last month to launch a new state organization.

The organization will be known on an interim basis as the New York Educators Association (NYEA) and will retain and continue NEA services. Teacher leaders Tom Pisa of Buffalo and Ed Robisch of Wappingers Falls are interim co-chairpersons of the association.

The teachers' action followed a March 5 vote by the Representative Assembly of the New York State United Teachers to disaffiliate from NEA. As a result, effective immediately, NYSUT is affiliated only with the American Federation of Teachers, AFL-CIO.

Disaffiliation Voted

Despite NEA's repeated urging that NYSUT not withdraw from NEA and repeated assurances that NEA would help NYSUT achieve compliance with NEA bylaws, NYSUT leaders exhorted their members to vote for disaffiliation. The vote—conducted on a weighted basis to reflect NYSUT's membership rather than the number of delegates present—was 157,400 to 37,729.

Immediately following the vote count, some 500 delegates, disappointed that the majority responded to NYSUT leaders' adamant stand for disaffiliation rather than NEA's plea for cooperation, turned to the job of building a new state organization (NYEA) that would be more democratic and more responsive to teacher members.

During the NYEA organizational meeting, NEA President John Ryor announced to the packed room: "Al Shanker [AFT president] has seen fit to destroy the unity enjoyed by New York teachers, but many of you have been predicting this to me and to others for more than three years now. Now that you are here to lay claim to the support and assistance of 1.7 million American teachers united in the largest and strongest professional association in the world, I assure you that you will and do have the backing you need—that vital programs such as UniServ and legal defense and representation will be continued and strengthened in New York."

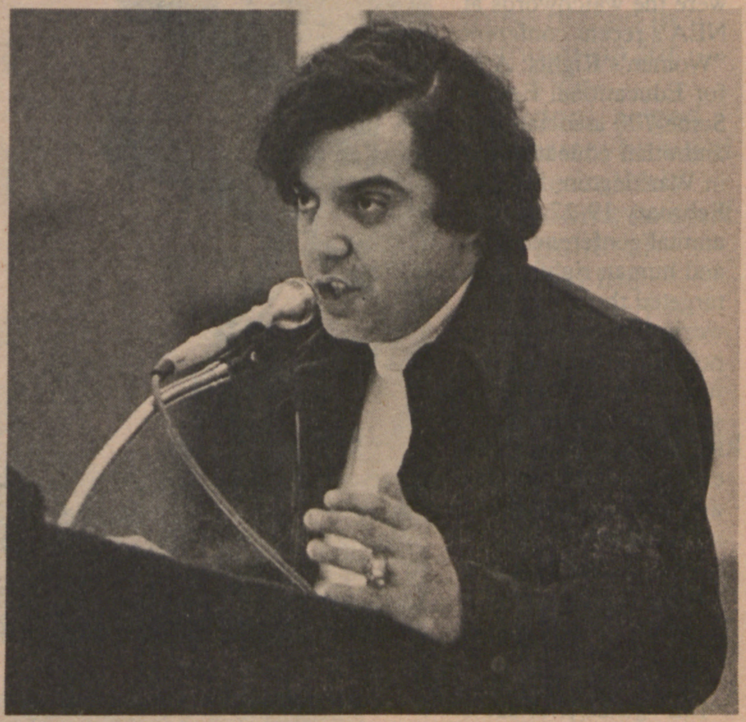
Regional Meetings Set

NYEA co-chairmen Pisa and Robisch told teachers that meetings of interested teachers will be held in 22 geographic regions in New York and that regional directors will be elected to make up an interim governing body to act on a draft constitution. Sue Kressler, a former NYSUT board member and now head of the NYEA constitution drafting committee, said that document would have a "Bill of Rights for Members" to assure that the new organization is responsive to those members.

Said Ryor: "We're going to help you build one united organization that will respond to the needs of members, not the ego needs of leaders . . . an organization that will not be subservient to any group other than the teachers who make it up."

Among services guaranteed for NYEA members will be: a full state-level program providing key lobbying, legal defense, organizing, communications and PR, instructional and professional development, and special services; transformation of 13 NEA information centers into service centers; and assistance in arbitration, strikes, and organizing efforts.

NEA President John Ryor tells New York teachers, "We have been in this state supporting New York teachers for more than 100 years and we are going to stay in New York."



Tom Pisa, teacher leader from Buffalo and co-chairman of NYEA, describes the progress made so far in setting up an interim structure for the new state organization.

Disappointed that NYSUT had disaffiliated from NEA, hundreds of New York teacher-leaders immediately met to form a new association.

NYEA Co-chairman Ed Robisch, talking to some 500 New York delegates who chose to side with the new organization, tells of plans to hold meetings of interested teachers throughout the state.

"Organize for Action"

Teachers Fight Sex Prejudice

Harvard University Social Policy and Education Professor Sarah Lawrence Lightfoot spotlighted the dual problems of racism and sexism in her presentation on "Social Experiences of Young Black Girls."

"Organize for action," were the watchwords at NEA's recent conference on "Women's Rights: A Force for Educational Equity." Some 700 association leaders and other educators gathered in Washington, D.C., February 19-22, for the 15th annual conference on civil and human rights. Speakers targeted three key areas for work: the classroom, the political arena, and the judicial arena. Workshop sessions aided teachers in identifying strategies for ending sex role stereotyping and sex discrimination in all school levels, in the profession itself, and in society at large.

"This agenda cries out for action," declared NEA President John Ryor at the conference. Teachers must redouble their efforts in the face of an increasingly negative national attitude toward the struggle to rid America of racial and sexual injustice, he said.

Leading a workshop on "Providing Association Leadership for Achieving Women's Rights," NEA Executive Committee member Vivian Bowser advocated forming coalitions to get the job done: "I like people with me," she said. "It multiplies my power."

NEA Treasurer John T. McGarigal introduced conference speaker Sarah Lawrence Lightfoot, assistant professor of education and social policy at Harvard University.

James Turner, director of the Africana Studies and Research Center at Cornell University, led a workshop on non-racist curriculum. It was one of nearly two dozen issue and strategy sessions geared to helping teachers identify tools to end sex role stereotyping and sex discrimination in the schools and in society.

Wells College President Sissy Farenthold, long active in Texas politics and the first woman ever to be placed in nomination for U.S. Vice-President, urged teachers who want change in their classrooms to start with political action at the school board election level. Developing the techniques of political organizing and coalition building can "multiply your influence many times over," she stressed.

Illustrating points with examples from the JoAnn Little trial, co-defense attorney Karen Galloway scored the sexism and racism "that permeates the judicial system across the country." "Teachers should go unannounced to jails to see justice in the raw," Galloway suggested, contending that a lack of basic human rights exists "because we take for granted that law enforcement officials are doing their jobs."

Hawaii Congresswoman Patsy Mink challenged educators to get into the "politics of the present" and "campaign this year as if our very life depended on it." Urging ratification of the Equal Rights Amendment as vital in the fight for equality, Representative Mink stated: "ERA is the number one human rights issue before this country in the Bicentennial year. If it is not ratified, every human being in this society will be diminished to the extent that half of our society will not be considered as equal citizens under the law."

NEA Annual Meeting Miami Beach

Summer Cruises For Conventioneers

WASHINGTON, D.C.—NEA Special Services is offering several pre- and post-1976 Annual Meeting cruises at low prices.

June 19-26—St. Maarten; San Juan, Puerto Rico; and St. Thomas, Virgin Islands, on the **T.S.S. Carnivale.** Air/sea package rates available from key cities throughout the U.S.

July 2-5—Nassau, Bahamas, on the **S.S. Monarch Sun.** Rates from $157.50.

July 3-10—Cape Haitien, Haiti; San Juan, Puerto Rico; St. Thomas, Virgin Islands; and Puerto Plata, Dominican Republic, on the **M.S. Skyward.** Rates from $477.

July 3-10—Montego Bay, Jamaica; Grand Cayman; and Cozumel, Mexico, on the **M.S. Southward.** Rates from $477.

For details write: Convention Cruises, NEA Educational Travel, Room 402E, NEA Center.

Guidelines and Dates Set for 1976 NEA Representative Assembly

WASHINGTON, D.C.—Plans are under way here for the NEA's 1976 Representative Assembly this summer in Miami Beach.

NEA's Constitution and Bylaws mandate specific requirements for the election of Assembly delegates including: (a) open nominations; (b) secret ballot; (c) one-person–one-vote; (d) proportional representation by education position; (e) terms of delegates; (f) successor delegates; and (g) ethnic-minority representation.

NEA Executive Committee guidelines require that challenges because of alleged violations of these requirements (except for ethnic-minority representation) must be submitted in writing no later than May 8. Challenges go to the NEA Credentials Committee, which is chaired by John W. Washington, NEA director for Maryland.

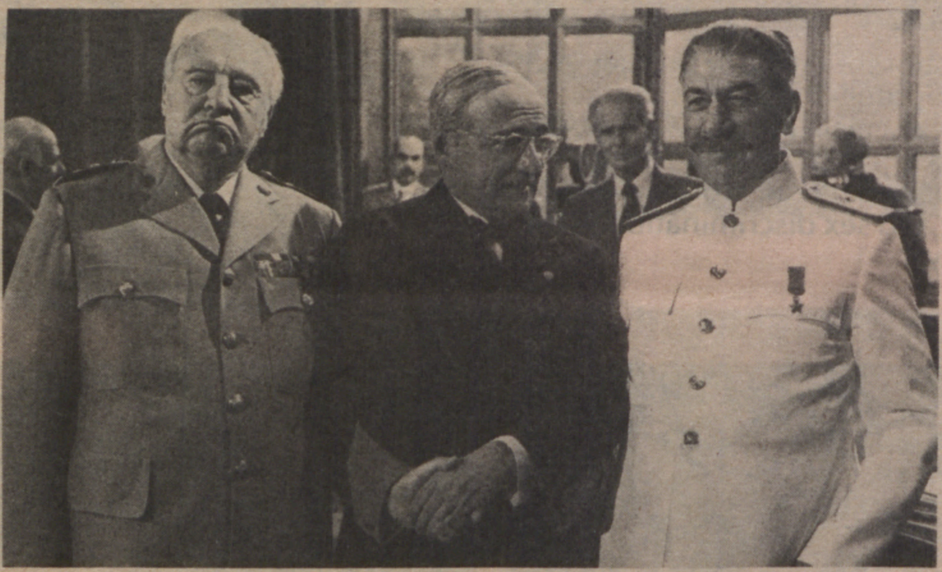
Information relating to compliance or noncompliance of state and local affiliates with the requirements for ethnic-minority representation may be provided by any member to the Credentials Committee prior to the time of the first business meeting of the Representative Assembly—2 P.M., June 27.

Some other dates and times for the Annual Meeting include:

• May 1 is the date by which local and state presidents must have transmitted the Official Delegate Report to NEA.

• Delegate preregistration material will be mailed during the week ending June 5.

• The registration desk opens in Miami Beach at noon on Friday, June 25, 1976. Delegate registration closes at 10 A.M., Sunday, June 27. Registration for successor delegates who are becoming delegates closes officially at 5 P.M. on June 27; however, these persons should register by 10 A.M. also so that they may be included in the Preliminary Report of the Credentials Committee. Nondelegate registration continues through noon on Thursday, July 1.



AN NEA-RECOMMENDED DOCUMENTARY, "Truman at Potsdam," will be broadcast at 8 p.m. (EST) April 8 on the NBC television network. The Potsdam meeting in July 1945 brought together the three super powers of the world—Russia, Great Britain, and the United States—and pitted a new American president against Stalin and Churchill while the fate of the world hung in the balance. The show stars Ed Flanders as Truman (center), John Houseman as Churchill (left), and Jose Ferrer as Stalin.

NEA's New Constitution Strengthens Your Rights

A Statement by NEA Executive Director Terry Herndon

NEA's new Constitution expands and guarantees the rights of members at all levels of the Association: local, state, and national. It provides for democratic electoral processes and increased participation by members, all of which guarantees a governance structure that will remain responsive and responsible.

The Constitution places new obligations upon NEA affiliates. These obligations are designed for the primary purpose of protecting the individual member's rights and of heightening the member's role in the governance system of the United Teaching Profession.

Some of these guaranteed rights of members are:

• The principle of the one-person–one-vote is mandated for determining representation on affiliate governing bodies as well as in the election of delegates to NEA's Representative Assembly.

• Ethnic minorities are guaranteed fair representation on all governing bodies.

• Representation of classroom teachers and nonclassroom teachers at the Representative Assembly, on the NEA Board of Directors, and on affiliate governing bodies is mandated in numbers commensurate with their membership.

• The right to vote, seek office, or participate in the affairs of an affiliate is guaranteed to every active member of that affiliate.

• The secret ballot is guaranteed to members in elections *at all governance levels* and at the national level is assured on votes of major significance (such as proposed amendments to the Constitution and Bylaws).

• Open nominations must be adhered to in elections at all levels of the Association, with exceptions permissible only if necessary to ensure minority representation.

• Every member and every affiliate is guaranteed procedural due process that includes impartial and prompt judicial disposition of a charge in any disciplinary proceeding initiated at the local, state, or national levels.

• Local associations too small by themselves to qualify for delegates to NEA's Representative Assembly may join with other locals of comparable size to achieve direct representation; this clustering concept extends the franchise to the members of every local affiliate, irrespective of size.

• Delegates to the NEA Representative Assembly have the right to request the Review Board to review an action of the Executive Committee, Board of Directors, or Representative Assembly for consistency with the Constitution and Bylaws. The members of a local or state affiliate, by action of their governing body, may also request such reviews.

• Members have the right to propose changes in NEA's governing documents (50 delegates or 100 active members may initiate such an action).

• Members through their elected representatives or by action of their local or state affiliates may present business items for vote by the Representative Assembly.

• Every active member is eligible for appointment to a Standing or Special Committee of the Association.

• Individual members have the right to appeal their membership class to the NEA Board of Directors.

NEA's Constitutional provisions guaranteeing ethnic-minority representation are consistent with the right of every qualified member to be a candidate for office. These guarantees do not deny any nonminority member the right to vote or the right to be a candidate for a position on an affiliate's governing body, as a delegate to NEA's Representative Assembly, a member of the NEA Board of Directors, a member of the NEA Executive Committee, or an executive officer.

No governing document is a perfect instrument. I believe, though, that NEA's new Constitution strengthens our Association. Its direction is true, its goals are important, and its provisions assure that the National Education Association will continue to be a unified, dynamic, and democratic organization.

national education association

PROPOSED AMENDMENTS TO THE CONSTITUTION, BYLAWS & STANDING RULES 1976

April 1976

Submitted for Vote by the 1976 Representative Assembly in Miami Beach, Florida

This issue of *Proposed Amendments to the Constitution, Bylaws, and Standing Rules* contains the amendments submitted by delegates at the 1975 Representative Assembly and includes additional amendments submitted in accordance with the provisions of Article IX of the Constitution and no later than 120 days preceding the Annual Meeting.

(Deletions are in brackets; additions are italicized.)

NEA Annual Meeting Miami Beach

AMENDMENTS NUMBER 1-16 REQUIRE A TWO-THIRDS (⅔) VOTE FOR ADOPTION.

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

MR. BERNARD J. FREITAG, Pennsylvania, *Chairperson*

MS. GLORIA J. HARRISON, Louisiana

MR. HORACE MAYO, Minnesota

MRS. DILLON L. STONE, New Mexico

MR. MAURICE E. SWANSON, Kansas

MRS. LILLIE CARSWELL, Texas
Liaison, NEA Committee on Minority Affairs

AMENDMENT NUMBER 1

Title: TO DELETE THE PROVISION THAT THE OFFICE OF SECRETARY-TREASURER SHALL BE A FULL-TIME, SALARIED POSITION.

Article IV. Executive Officers
Section 3. Elections, Terms, and Salaries

d. The [executive officers] *President and Vice-President* shall serve full time; their salaries shall be established by the Board of Directors.

Bylaws 5. Board of Directors
5-7. Functions

h. Shall set the salaries of the [executive officers] *President and Vice-President* except that the salaries shall not be increased or decreased during the terms of office for which these officers have been elected.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Toni Matherne, Florida

AMENDMENT NUMBER 2

Title: TO ADD A PROVISION THAT UP TO FOUR (4) STATE EXECUTIVE OFFICERS MAY BE DESIGNATED AS STATE DELEGATES TO THE REPRESENTATIVE ASSEMBLY.

Article III. Representative Assembly

Section 3. Election of Delegates

d. A state may designate up to four (4) executive officers as delegates to the Representative Assembly. Election as an officer shall constitute election as a delegate. Those officers serving as delegates pursuant to this section shall be included in the number of delegate credentials allocated to the state.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Bill Bell, Connecticut

AMENDMENT NUMBER 3

Title: TO ADD A PROVISION THAT THE SAME REPRESENTATION FORMULA APPLY TO CLUSTERED LOCALS AS APPLIES TO SINGLE UNIT LOCALS.

Article III. Representative Assembly

Section 2. Allocation of Delegates

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1 : 150 active Association members or major fraction thereof. Local affilates within a state may *similarly* join together to form membership units [of 150 or more] for the purpose of representation. *Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1 : 150 active Association members or major fraction thereof.*

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Merlyn "Pete" Smith, Oregon

AMENDMENT NUMBER 4

Title: TO ADD A PROVISION THAT AMENDMENTS TO THE CONSTITUTION OR BYLAWS MAY BE SUBMITTED BY MAJORITY VOTE OF THE BOARD OF DIRECTORS.

Article IX. Amendment of Constitution and Bylaws
Section 1. Proposal of Amendments

d. By majority vote of the NEA Board of Directors and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

(Reletter subsections as follows: Current a becomes e; b becomes c; c becomes b; and d becomes a.)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: John Washington, Maryland

AMENDMENT NUMBER 5

Title: TO ADD A PROVISION TO PERMIT DELEGATES TO THE REPRESENTATIVE ASSEMBLY TO BE ELECTED EITHER BY THE ACTIVE NEA MEMBERS WITHIN THE AFFILIATE OR BY THE ACTIVE NEA MEMBERS ELECTED CONSISTENT WITH NEA REQUIREMENTS TO THE AFFILIATE'S DELEGATE ASSEMBLY.

Article III. Representative Assembly

Section 3. Election of Delegates

c. Election of delegates to the Representative Asembly shall be by secret ballot for each individual office. [The NEA members within each membership group entitled to delegate allocations as set forth in the Constitution and the Bylaws shall be eligible to vote.]

d. Delegates to the Representative Assembly shall be elected (i) by the active NEA members within each affiliate or (ii) by the active NEA members who themselves have been elected as delegates to the affiliate's delegate assembly in accordance with the requirements of the NEA Constitution and Bylaws.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Bill Bell, Connecticut

AMENDMENT NUMBER 6

Title: TO ADD A PROVISION THAT THE STUDENT NEA SHALL BE AN AFFILIATE OF THE NEA.

Article VIII. Affiliates and Special Interest Groups

Section 3. Classes

The [two (2)] *three (3)* classes of affiliates shall be governance, *Student NEA,* and nongovernance.

a. The governance class shall comprise local and state affiliates exclusively.

b. The Student NEA shall comprise the student members of the Association.

[b] *c.* The nongovernance class shall comprise all other affiliated professional and nonprofessional organizations.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Hazel Petrocco, Colorado

AMENDMENT NUMBER 7

Title: TO DELETE EXCEPTIONS TO THE ONE-PERSON—ONE-VOTE PRINCIPLE BY DELETING REQUIREMENTS FOR REPRESENTATION OF CLASSROOM TEACHERS, ADMINISTRATORS, AND ETHNIC MINORITIES IN APPOINTIVE OR ELECTIVE POSITIONS AND TO DELETE THE DEFINITION OF ETHNIC MINORITY.

Article III. Representative Assembly

Section 2. Allocation of Delegates

[c. The Bylaws shall define the term ethnic minority and assure ethnic-minority representation in the Representative Assembly.]

Section 3. Election of Delegates

a. Members of the Representative Assembly shall be elected in accordance with the one-person—one-vote principle. [Specific exceptions to the application of this principle may be set forth in this Constitution and/or the Bylaws.]

Section 6. Committees

All appointive bodies of the Association except the Review Board shall be designated by the term committee. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. [All committees shall comprise at least seventy-five (75) percent classroom teachers. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.]

Article IV. Executive Officers

[Section 4. Ethnic-Minority Guarantee]

[If after eleven (11) years no member of an ethnic minority group has served as President, nominations at the subsequent Representative Assembly shall be restricted to members of such groups.]

Article V. Board of Directors

Section 1. Composition

The Board shall consist of at least one (1) director from each association affiliated with the Association as a state affiliate; such state unit shall be entitled to an additional director for each 20,000 active members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

[a. At least one (1) director elected within each state shall be a classroom teacher and the total number of additional directors representing the members in each state affiliate shall be on the basis of proportional representation by educational position of NEA members.]

[b. In the event that the first three (3) directors from a state do not include at least one (1) ethnic-minority person, the fourth director shall be from an ethnic-minority group.]

[c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. The Representative Assembly shall elect additional directors as appropriate to insure such ethnic-minority representation. Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.]

[d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.]

[e. Classroom teachers in higher education shall be represented on the Board in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are classroom teachers in higher education.]

Article VI. Executive Committee
Section 1. Composition

The Executive Committee shall consist of the three (3) executive officers and six (6) members who shall be officers of the Association.

a. The executive officers and the six (6) members of the Executive Committee shall be nominated and elected at large by the Representative Assembly by majority vote and by secret ballot for each individual office.

[b. Members from ethnic minorities shall comprise at least twenty (20) percent of the Executive Committee. The Representative Assembly shall elect additional Executive Committee members as appropriate to insure such ethnic-minority representation. Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.]

Article VIII. Affiliates and Special Interest Groups

[Section 2. Ethnic-Minority Representation]

[Affiliates of the Association shall take all reasonable steps to assure that their elective and appointive bodies shall have ethnic-minority representation at least proportionate to the ethnic-minority membership of the affilate.]

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Represenive Assembly convenes. [Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position.] A delegate elected to represent an affiliate shall be a member of that affiliate.

[g. Allocation of ethnic-minority representation shall be at least equal to the proportion of identified ethnic-minority populations within the state. In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority populations. If a state or local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat its delegation.]

3-13. Committee Appointment, Qualifications, and Vacanies

a. Appointments shall be made on the basis of individual expertise and ability to make substantial contribution in the specific area of concern. Candidates for committees shall be recommended by state and local affiliates and by [ethnic minority] special interest groups. Appointments to all committees shall be as provided in these Bylaws.

b. Absence of a member from two consecutive meetings shall constitute resignation. [A member shall vacate the seat held if a change in the member's educational position shall violate the Constitutional requirement for at least seventy-five (75) percent classroom teacher committee membership.] Each vacancy on a Standing Committee shall be filled for the remainder of the term.

Bylaw 5. Board of Directors
5-1. Elections

b. Nominations of directors shall be open, [except where limitations are required to comply with the provision of Article V.]

5-7. Functions

The Board:

[c. Shall provide for ethnic-minority representation on all committees over which it has direct control;]

Bylaw 7. Review Board
7-1. Review Board

a. The Review Board shall comprise nine (9) members, [at least two (2) of whom shall be members of ethnic-minority groups,] appointed for five-year staggered terms beginning September 1. No person shall be eligible for reappointment to a regular term.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates

The Association shall not affiliate a local association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies [except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members;]

8-11. Standards for State Affiliates

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies [except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members.]

Bylaw 10. Executive Director and Staff
10-5. Staff: Principles

The following principles shall govern employment and functions of staff as agents of the Association:

[c. The Association shall, as vacancies arise, employ at all levels of service at least the same ratio of any ethnic minority as is that ethnic minority to the total population of the United States;]

Bylaw 12. Definitions
12-1. Definitions of Terms

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms:

[d. Ethnic minority: Ethnic minority shall mean those persons designated as ethnic minority by statistics published by the United

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States Bureau of the Census. This designation shall specifically include Black, Mexican-American (Chicano), other Spanish-speaking groups, Asian-American, and Indian.]

Submitted in accordance with the Constitution, Article IX, Section 1.c (by petition of at least 50 delegates).

Contact Person: Emanuel Kafka, New York

AMENDMENT NUMBER 8

Title: TO INCREASE THE NUMBER OF CERTIFIED DELEGATES AND/OR ACTIVE MEMBERS NECESSARY TO SUBMIT AMENDMENTS TO THE CONSTITUTION OR BYLAWS.

Article IX. Amendment of Constitution and Bylaws

Section 1. Proposal of Amendments

Amendments to the Constitution or the Bylaws may be proposed to the Representative Assembly by one or more of the following methods:

c. By petition signed by at least [fifty (50)] *one hundred (100)* certified delegates *from two (2) or more states* and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly; or

d. By petition signed by at least [one hundred (100)] *two hundred (200)* active members from two (2) or more states and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Barbara Connally, Texas

AMENDMENT NUMBER 9

Title: TO DELETE THE REQUIREMENT THAT THE NEA DIRECTORS AND EXECUTIVE COMMITTEE MEMBERS SHALL BE ELECTED BY SECRET BALLOT FOR EACH INDIVIDUAL OFFICE; TO DELETE THE REQUIREMENT THAT A STATE AFFILIATE SHALL HOLD A SECRET BALLOT VOTE TO DETERMINE EDUCATIONAL POSITIONS ELIGIBLE FOR MEMBERSHIP; TO SUBSTITUTE FOR THE REQUIREMENT THAT A STATE AFFILIATE SHALL CONDUCT ELECTIONS BY SECRET BALLOT THAT THERE BE A ROLL CALL VOTE BY THE STATE'S REPRESENTATIVE ASSEMBLY OR A SECRET BALLOT VOTE CAST BY THE MEMBERSHIP.

Article VI. Executive Committee

Section 1. Composition

a. The executive officers and six (6) members of the Executive Committee shall be nominated and elected at large by the Representative Assembly by a majority vote [and by secret ballot for each individual office.]

Article VIII. Affiliates and Special Interest Groups

Section 4. Rights of Active Members in Governance Affiliates

Each *local* governance affiliate shall guarantee its active members an open nomination procedure and a secret ballot except as otherwise provided in this Constitution or in the Bylaws. No governance affiliate shall discriminate against its active members in their right to vote, seek office, or otherwise participate in the affairs of the affiliate, of other governance affiliates, or of the Association.

Bylaw 2. Membership

2-3. Rights and Limitations

a. Membership in the Association shall be determined by the local or state affiliate. Where Association membership is denied on the local level by virtue of educational position, the state may provide for such membership by vote of the state delegate assembly. Educational positions eligible for membership shall be determined through secret ballot in all local [or state] affiliates. Those local associations limited in membership to classroom teachers may be exempt from such determination.

Bylaw 5. Board of Directors

5-1. Election

a. A majority vote of those voting shall be necessary to elect an NEA Director. [Except as otherwise provided in Article V of the Constitution,] Members of the Board of Directors shall be elected [by secret ballot for each individual office] (i) by the active NEA members within each state or, (ii) by the NEA members elected to serve as delegates to the state representative body.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standard for State Affiliates

The Association shall not affiliate a state association unless it meets the following minimum standards:

b. The affiliate shall conduct elections with open nominations and a [secret ballot;] *roll call vote by the Representative Assembly or a secret ballot vote cast by the membership;*

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Emanuel Kafka, New York

AMENDMENT NUMBER 10

Title: TO CHANGE THE REPRESENTATION FORMULAS FOR STATE AND LOCAL AFFILIATES AND CLUSTERED AFFILIATES.

Article III. Representative Assembly

Section 2. Allocation of Delegates

a. Allocation of delegate credentials to state affiliates shall be based on the ratio of 1 : [1,000] *2,100* active members within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1 : [150] *315* active Association members or major fraction thereof. Local affiliates within a state may join together to form membership units of [150] *315* or more for the purpose of representation. *Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1 : 315 active Association members or major fraction thereof.*

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by at least 2 state delegations).

Contact Persons: Terry D. Stimson, Alaska; James B. Testerman, Delaware

AMENDMENT NUMBER 11

Title: TO DELETE THE FIVE-YEAR MEMBERSHIP REQUIREMENT FOR CANDIDATES FOR EXECUTIVE OFFICE, EXECUTIVE COMMITTEE, AND BOARD OF DIRECTORS AND FOR MEMBERS OF THE REVIEW BOARD.

Article IV. Executive Officers

Section 2. Qualifications for Executive Officers

[All candidates for the office of President, Vice-President, and Secretary-Treasurer shall have been active members of the Association for at least five (5) years immediately preceding the election.] All executive officers shall maintain active membership in the Association.

Article V. Board of Directors

Section 2. Terms of Office

[c. All candidates shall have been active members of the Association for at least five (5) years immediately preceding the election.]

Article VI. Executive Committee

Section 2. Qualifications and Term of Office

[b. All candidates shall have been active members of the Association for at least five (5) years immediately preceding the elections.]

Bylaw 7. Review Board

7-1. Review Board

b. Members of the Review Board shall have been active members of the Association [for five (5) consecutive years] immediately prior to appointment. Members of the Review Board shall maintain active membership.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Emanuel Kafka, New York

AMENDMENT NUMBER 12

Title: TO PROVIDE FOR ELECTION OF THE EXECUTIVE OFFICERS AND THE MEMBERS OF THE EXECUTIVE COMMITTEE AT THE SAME TIME AND FOR THE SAME TERMS.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries

a. In odd numbered years, the President, [and the] Vice-President, and *Secretary-Treasurer* shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

[b. In even numbered years, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.]

Article VI. Executive Committee

Section 2. Qualifications and Terms of Office

a. Terms of the Executive Committee members other than the executive officers shall be [three (3)] *two (2)* years beginning September 1 following the election. Such members of the Executive Committee shall not serve more than two (2) terms.

Bylaw 6. Executive Committee

6-1. Election

The Executive Committee shall consist of nine (9) members: President, Vice-President, Secretary-Treasurer, and six (6) members elected at large by the Representative Assembly. [Two (2) of the six (6) at-large members shall be elected each year.] *The six (6) at-large members shall be elected at the same times as the executive officers.*

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Emanuel Kafka, New York

AMENDMENT NUMBER 13

Title: TO DELETE THE MEMBERSHIP CATEGORIES OF PARAPROFESSIONAL AND EDUCATIONAL SECRETARY; TO PROVIDE FOR TWO CATEGORIES OF ACTIVE MEMBERSHIP (ACTIVE PROFESSIONAL AND ACTIVE SUPPORTIVE).

Article II. Membership

Section 1. Classes of Membership

Membership in the Association shall comprise [a class] *two (2) classes* of active members and such other classes as may be provided in the Bylaws.

Bylaw 2. Membership

2-1. Classes

a. There shall be [seven (7)] *six (6)* classes of membership in the Association: Active *Professional*, *Active Supportive*, Staff, [Paraprofessional, Educational Secretary,] Student, Retired, and Associate.

b. Active *Professional* membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work. Active *Professional* members shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificates required by their employment. Active *Professional* membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

c. Active Supportive membership shall be open to any person employed by a school district who works directly or indirectly with active professional members.

Renumber (c) as (d).

d. [Paraprofessional membership shall be open to any person who works directly with educators in discharging their professional duties.]

e. [Educational Secretary membership shall be open to any office employee in an educational institution, agency, or organization.]

Renumber (f) as (e); (g) as (f); (h) as (g); (i) as (h).

2-7. Membership Dues

c. Dues of Staff, [Paraprofessional, Educational Secretary,] and Associate members shall be one-half (½) the dues of Active members.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Woody Lee, Illinois

AMENDMENT NUMBER 14

Title: TO DELETE THE LIMITATION ON THE NUMBER OF TERMS AN ELECTED NEA OFFICER MAY SERVE.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in the Constitution. [An executive officer shall serve no more than two (2) terms in the office to which elected.]

Article V. Board of Directors

Section 2. Term of Office

[b. Directors shall serve no more than two (2) terms.]

Article VI. Executive Committee

Section 2. Qualifications and Term of Office

a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. [Such members of the Executive Committee shall not serve more than two (2) terms.]

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Emanuel Kafka, New York

AMENDMENT NUMBER 15

Title: TO ADD A PROVISION FOR A REFERENDUM OF THE ENTIRE MEMBERSHIP AS THE HIGHEST LEVEL OF GOVERNANCE WITH CERTAIN LIMITATIONS; TO MAKE POSITIONS OR POLICIES SO ESTABLISHED NOT SUBJECT TO REVERSAL OR MODIFICATION FOR A PERIOD OF TWO YEARS; TO ADD A REFERENDUM PROCEDURE.

Article X. Referenda

Section 1. The highest level of governance in the Association shall be the referendum of the entire membership. Positions or policies established by referendum shall not be subject to reversal or modification by an Association governing body or by a subsequent referendum for a period of at least two (2) years.

Section 2. A referendum shall be held by: (a) order of a majority of the Representative Assembly; or (b) order of two-thirds (⅔) of the Executive Committee; or (c) order of a majority of the Board of Directors; or (d) request of 25 or more locals representing not less than ten (10) percent of the membership; or (e) by petition of at least ten (10) percent of the active membership drawn from no fewer than twenty-five (25) locals.

Section 3. Matters not subject to referendum are (a) employment assignment, promotion, discharge, or compensation of staff; (b) programs requiring a budgetary expenditure of funds.

Section 4. Procedure for a referendum shall be:

a. After receipt of order or request for referendum, it shall be the duty of the President to transmit the question to be voted on to the locals within two (2) weeks of its receipt by him/her. Following this, there shall be a period of six (6) weeks during which the proponents and opponents shall be given the opportunity to debate the issue through the regular channels of the Association; specifically, each side shall be given equal space in periodical publications sent to Association members and leaders. At the end of the two weeks the President shall send to the individual members of all locals in good standing ballots upon which the members shall cast their votes and shall also send to members at large ballots upon which members at large shall also cast their votes.

b. The President shall rent a postal deposit box. The individual members shall mail their ballots to the postal box. The closing date of the referendum shall be thirty (30) days from the date ballots are mailed from the Association office. At the end of thirty (30) days, the President or his/her representative, accompanied by at least two (2) representatives of each side of the issue on the ballot, shall remove the ballots and cause them to be counted. Ballots received after the opening of the postal box shall not be counted. In the alternative, the President, with the consent of the Board of Directors, may engage an independent agency to conduct the ballots and to count the votes.

c. The President shall notify the locals of the results of the referendum no later than two weeks following the receipt of the count. He/she shall also publish the results in an official publication of the Association.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Emanuel Kafka, New York

AMENDMENT NUMBER 16

Title: TO DELETE THE REQUIREMENT THAT AFTER THE FIRST DIRECTOR ADDITIONAL DIRECTORS FROM A STATE SHALL BE ELECTED BY PROPORTIONAL REPRESENTATION BY EDUCATIONAL POSITION.

Article V. Board of Directors

Section 1. Composition

a. At least one (1) director elected within each state shall be a classroom teacher [and the total number of additional directors representing the members in each state affiliate shall be on the basis of proportional representation by educational position of NEA members].

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Louise Tilson, Tennessee

AMENDMENTS NUMBER 17-31 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT NUMBER 17

Title: TO REDEFINE THE TERM "CLASSROOM TEACHER" BY SUBSTITUTING THE REQUIREMENT OF CLASSROOM INSTRUCTION FOR DIRECT CONTACT WITH STUDENTS.

Bylaw 12. Definitions

12-1. Definitions of Terms

b. Classroom teacher: Classroom teacher shall mean any person who is certified, where required, and a major part of whose time is spent in [direct contact with] *the classroom instruction of* students or who performs allied work which results in placement of the person on a local salary schedule for teachers.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Betsy Moyer, Maryland

AMENDMENT NUMBER 18

Title: TO ADD A PROVISION FOR DELEGATE ALLOCATIONS TO NEA MEMBERS IN HIGHER EDUCATION DENIED ACTIVE MEMBERSHIP IN LOCAL AFFILIATES.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

h. Allocation of delegates to higher education members denied active membership in local affiliates shall be based on the ratio of 1 : 150 higher education members so denied. The state affiliate shall determine the most appropriate unit for this purpose.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Betsy Moyer, Maryland

AMENDMENT NUMBER 19

Title: TO DELETE THE REQUIREMENT THAT ALL-INCLUSIVE AFFILIATES SHALL DETERMINE BY SECRET BALLOT THE EDUCATIONAL POSITIONS ELIGIBLE FOR MEMBERSHIP.

Bylaw 2. Membership

2-3. Rights and Limitations

a. Membership in the Association shall be determined by the local or state affiliate. Where Association membership is denied on the local level by virtue of educational position, the state may provide for such membership by vote of the state delegate assembly. [Educational positions eligible for membership shall be determined through secret ballot in all local or state affiliates. Those local associations limited in membership to classroom teachers may be exempt from such determination.]

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Louise Tilson, Tennessee

AMENDMENT NUMBER 20

Title: TO DELETE THE PROVISION DENYING MEMBERSHIP TO A MEMBER OF A NEGOTIATING TEAM REPRESENTING A SCHOOL BOARD OR A BOARD OF TRUSTEES OF A HIGHER EDUCATION INSTITUTION.

Bylaw 2. Membership

2-3. Rights and Limitations

[d. An individual who is a member of a negotiating team representing a school board or representing a board of trustees of a higher education institution shall be denied membership.]

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Louise Tilson, Tennessee

AMENDMENT NUMBER 21

Title: TO DELETE THE REQUIREMENTS THAT ALL-INCLUSIVE AFFILIATES ELECT DELEGATES TO THE NEA REPRESENTATIVE ASSEMBLY AND MEMBERS OF THEIR GOVERNING BODIES ON THE BASIS OF PROPORTIONAL REPRESENTATION BY EDUCATIONAL POSITION.

Bylaw 3. Representative Assembly

PROPOSED AMENDMENTS TO THE CONSTITUTION, BYLAWS & STANDING RULES, 1976

3-1. Allocation of Delegates

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. [Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position.] A delegate elected to represent an affiliate shall be a member of that affiliate.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates

The Association shall not affiliate a local association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members;]

8-11. Standards for State Affiliates

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members;]

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Cavit Cheshier, Tennessee

AMENDMENT NUMBER 22

Title: TO DELETE THE REQUIREMENT THAT AN ALL-INCLUSIVE LOCAL AFFILIATE SHALL PROVIDE PROPORTIONATE REPRESENTATION BY EDUCATIONAL POSITION ON ITS GOVERNING BODIES.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates

The Association shall not affiliate a local association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members;]

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by petition of at least 100 active members from 2 or more states).

Contact Person: Virginia Dalton, Virginia

AMENDMENT NUMBER 23

Title: TO DELETE THE REQUIREMENT THAT AN ALL-INCLUSIVE STATE AFFILIATE SHALL PROVIDE PROPORTIONATE REPRESENTATION BY EDUCATIONAL POSITION ON ITS GOVERNING BODIES.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classrom teacher members and its administrator members;]

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by petition of at least 100 active members from 2 or more states).

Contact Person: Virginia Dalton, Virginia

AMENDMENT NUMBER 24

Title: TO DELETE THE REQUIREMENT THAT A DELEGATE ELECTED TO REPRESENT AN AFFILIATE MUST BE A MEMBER OF THAT AFFILIATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active memebrship in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. [A delegate elected to represent an affiliate shall be a member of that affiliate.]

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Dillon Stone, New Mexico

AMENDMENT NUMBER 25

Title: TO DELETE THE REQUIREMENT THAT AFFILIATES HAVE THE SAME MEMBERSHIP YEAR AS THAT OF THE NEA.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates

The Association shall not affiliate a local association unless it meets the following minimum standards:

[e. The affiliate shall have the same membership year as that of the Association;]

8-11. Standards for State Affiliates

The Association shall not affiliate a state association unless it meets the following minimum standards:

[e. The affiliate shall have the same membership year as that of the Association;]

8-13. Standards for Nongovernance Affiliates

The Association shall not affiliate a nongovernance affiliate unless it meets the following minimum standards:

[h. The affiliate shall have the same membership year as that of the Association.]

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Louise Tilson, Tennessee

AMENDMENT NUMBER 26

Title: TO CHANGE THE BASIS OF COMPUTING THE ETHNIC-MINORITY REQUIREMENT FOR DELEGATES TO THE REPRESENTATIVE ASSEMBLY FROM THE STATE'S ETHNIC-MINORITY POPULATION TO THE ETHNIC-MINORITY MEMBERSHIP WITHIN THE STATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

g. Allocation of ethnic-minority representation shall be at least equal to the proportion of identified ethnic-minority [populations within the state] *membership within the state*. In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegations to the Representative Assembly shall reflect these ethnic-minority [populations] *memberships*. If a state or local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat its delegation.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Larry Yawn, Texas. Donald A. King, California*, Donald Pettijohn, New Mexico*, Kenneth Thompson, New Jersey*, Edith Wingate, Arizona*

AMENDMENT NUMBER 27

Title: TO DELETE THE REQUIREMENT OF JOINT RESPONSIBILITY OF THE STATE AND ITS AFFILIATES IN ACHIEVING THE REQUIRED ETHNIC-MINORITY REPRESENTATION IN THE DELEGATION TO THE REPRESENTATIVE ASSEMBLY AND TO PROVIDE THAT THE REPRESENTATIVE ASSEMBLY MAY REFUSE TO SEAT ONLY DELEGATES WITH STATE CREDENTIALS.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

g. Allocation of ethnic-minority representation shall be at least equal to the proportion of identified ethnic-minority populations within the state. In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state [and local unit] delegation to the Representative Assembly shall reflect these ethnic-minority populations. If a state [or local affiliate] fails to comply with this provision, the Representative Assembly may refuse to seat its delegation.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Kenneth Thompson, New Jersey

AMENDMENT NUMBER 28

Title: TO ADD A PROVISION THAT LOCAL AFFILIATES SHALL BE RESPONSIBLE FOR COMPLYING WITH STATE STANDARDS ESTABLISHED TO MEET THE ETHNIC-MINORITY REQUIREMENT FOR DELEGATES TO THE NEA REPRESENTATIVE ASSEMBLY; AND TO PROVIDE THAT THE REPRESENTATIVE ASSEMBLY MAY REFUSE TO SEAT A LOCAL OR STATE AFFILIATE THAT THAT FAILS TO COMPLY WITH BYLAW 3-1.G.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates

g. Allocation of ethnic-minority representation shall be at least equal to the proportion of identified ethnic-minority populations within the state. In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority populations. *Local affiliates shall comply with such standards as may be established by the state affiliate to insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority populations.*

* Contact persons for similarly submitted amendments combined in accordance with Standing Rule 9.A.

If a state *affiliate* or a local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat [its] *the respective state affiliate or local affiliate* delegation.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Margaret A. Fischer, New Jersey

AMENDMENT NUMBER 29

Title: TO ADD A PROVISION THAT THE EXECUTIVE OFFICERS OF THE ASSOCIATION SHALL BE ELIGIBLE FOR ACTIVE MEMBERSHIP.

Bylaw 2. Membership

2-1. Classes

b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work *or who is serving as an executive officer of the Association*. Active members shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificates required by their employment. Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least 50 delegates).

Contact Person: Judith M. Owens, New Jersey

AMENDMENT NUMBER 30

Title: TO ADD PROVISIONS THAT WOULD (A) ESTABLISH THE STUDENT NEA AS A SPECIAL CATEGORY OF NEA AFFILIATE COMPRISED SOLELY OF STUDENT MEMBERS OF THE ASSOCIATION; (B) ESTABLISH AFFILIATION STANDARDS FOR STUDENT NEA; (C) ENABLE THE STUDENT NEA TO RECOMMEND STUDENT CANDIDATES FOR COMMITTEES; AND (D) MAKE STUDENT NEA STAFF ELIGIBLE ONLY FOR STAFF MEMBERSHIP IN THE ASSOCIATION AND INELIGIBLE FOR ELECTIVE OR APPOINTIVE POSITIONS AT ANY LEVEL.

Bylaw 3. Representative Assembly

3-13. Committee Appointment, Qualifications, and Vacancies

a. Appointments shall be made on the basis of individual expertise and ability to make substantial contribution in the specific area of concern. Candidates for committees shall be recommended by state and local affiliates and by ethnic minority special interest groups. *The Student NEA shall recommend student candidates for committees.* Appointments to all committees shall be as provided in these Bylaws.

Bylaw 8. Affiliates and Special Interest Groups

8-4. Student NEA

The Student NEA shall be comprised solely of the student members of the Association.

8-12. Standards for Student NEA

a. The Student NEA shall be a self-governing organization with governance documents compatible with those of the Association;

b. The Student NEA may assess its own dues;

c. The Student NEA shall not duplicate Association services;

d. The Student NEA shall appy the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership;

e. The Student NEA shall conduct elections with open nominations and a secret ballot;

f. The Student NEA shall require membership in its state and local affiliates where eligible;

g. The Student NEA shall be reviewed by the Association to determine compliance with minimum standards for affiliation at least once every five (5) years;

h. The Student NEA shall have the same membership year as that of the Association; and

i. The Student NEA shall guarantee that no member of said affiliate may be censured, suspended, or expelled, and that none of its affiliates may be censured, suspended, or disaffiliated, without a due process hearing, which shall include an appropriate appellate procedure.

Bylaw 10. Executive Director and Staff

10-5. Staff: Principles

The following principles shall govern employment and functions of staff as agents of the Association:

a. Local, state, [and] national, *and Student NEA* staff shall be eligible only for Staff membership and shall not hold elective or appointive positions at any level;

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: W. Jack Benson, Tennessee

AMENDMENT NUMBER 31

Title: TO DELETE THE PROVISION ESTABLISHING A SEPARATE MEMBERSHIP CATEGORY FOR PARAPROFESSIONALS; TO ADD A PROVISION THAT ANY PERSON WHO IS ENGAGED IN OR ON LIMITED LEAVE OF ABSENCE FROM DIRECTLY ASSISTING CLASSROOM TEACHERS IN DISCHARGING THEIR DUTIES SHALL BE ELIGIBLE FOR ACTIVE MEMBERSHIP; AND TO ADD A PROVISION ESTABLISHING THE DUES OF SUCH ACTIVE MEMBERS AT $15 FOR 1976-77 AND 1977-78, $25 FOR 1978-79 AND 1979-80, AND THE SAME AS FOR ALL OTHER ACTIVE MEMBERS COMMENCING WITH 1980-81.

Bylaw 2. Membership

2-1. Classes

a. There shall be [seven (7)] *six (6)* classes of membership in the Association: Active, Staff, [Paraprofessional], Educational Secretary, Student, Retired, and Associate.

b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from *(i)* professional educational work or *(ii) directly assisting classroom teachers in discharging their duties*. Active members shall hold or be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate required by their employment, *if any such certificate is required.* Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.

[d. Paraprofessional membership shall be open to any person who works directly with educators in discharging their professional duties.]

2-7. Membership Dues

a. Dues of Active members *who are engaged in, or who are on a limited leave of absence from,* professional educational work shall be twenty-five dollars ($25) for the 1975-76 fiscal year, thirty dollars ($30) yearly effective with the 1976-77 fiscal year, and thirty-five dollars ($35) commencing with the 1978-79 fiscal year; *and dues of Active members who are engaged in, or who are on a limited leave of absence from, directly assisting classroom teachers in discharging their duties shall be fifteen dollars ($15) for the 1976-77 and 1977-78 fiscal years; and twenty-five dollars ($25) for the 1978-79 and 1979-80 fiscal years. Commencing with the 1980-81 fiscal year the dues of all Active members shall be the same amount.*

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: J. David Eberly, Maryland

THE FOLLOWING AMENDMENTS TO THE STANDING RULES REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENTS AFFECTING STANDING RULE 1

Rule 1. Credentials Commitee

B. Duties. The committee shall be responsible for the supervision of the accreditation and registration of delegates to the Representative Assembly. The chairperson of the Credentials Committee shall give a preliminary report at the first meeting of the Representative Assembly [and]. *The preliminary report shall include a listing of those states in compliance and not in compliance with all the criteria for the seating of delegates as specified in Bylaw 3-1.* A final report *will be given* when the registration is complete. The seating of a delegate, or delegates, may be challenged by means of a motion to amend such report. The action of the Representative Assembly, which has jurisdiction over the seating of its delegates, shall be final.

Submitted in accordance with Standing Rule 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules).

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 1. Credentials Committee

B. Duties. The committee shall be responsible for the supervision of the accreditation and registration of delegates to the Representative Assembly. The chairperson of the Credentials Committee shall give a preliminary report at the first meeting of the Representative Assembly [and]. *The preliminary report shall include information concerning compliance with all requirements required of delegations. Noncompliance by delegations will be specifically noted and reported.* A final report *will be given* when the registration is complete. The seating of a delegate, or delegates, may be challenged by means of a motion to amend such report. The action of the Representative Assembly, which has jurisdiction over the seating of its delegates, shall be final.

Submitted in accordance with Standing Rule 9.B.1.b. (by a state delegation).

Contact Person: Mike Fitch, Washington

AMENDMENTS AFFECTING STANDING RULE 2

Rule 2. Certification of Delegates

B. Verification of Eligibility. The president of each [such organization] *local affiliate* to which delegates have been allocated *shall forward to the state affiliate by April 10 a certificate of eligibility for each local delegate and the term for which the delegate was elected on a form provided by the NEA. By May 1, the president of each state affiliate* (and the persons designated by the President of NEA to certify for retired members and school nurse members) *shall certify the eligibility of each state delegate and the term for which the delegate was elected on a form provided by the NEA and* shall file with the *NEA* Executive Director [by May 1 a certificate of eligibility for each delegate and the term for which the delegate was elected on a form provided] *certificates of eligiblity for all local and state delegates.* Once certified, [a] *the* delegate shall remain certified. . . .

Submitted in accordance with Standing Rule 9.B.1.c. (by petition of at least 25 delegates).

Contact Person: Stephen H. Edwards, Jr., California

Rule 2. Certification of Delegates

B. Verification of Eligibility. The president of each such organization to which delegates have

PROPOSED AMENDMENTS TO THE CONSTITUTION, BYLAWS & STANDING RULES, 1976

been allocated (and the persons designated by the President of NEA to certify for retired members and school nurse members) shall file with the Executive Director by May 1 a certificate of eligibility for each delegate and the term for which the delegate was elected on a form provided. Once certified, a delegate shall remain certified until the expiration of said delegate's term to fulfill such duties of a delegate as are appropriate between Annual Meetings. Upon verification of eligibility, the Executive Director shall forward [the permanent credential, badge, and ribbon to each delegate] *such material as to allow the delegate to effect registration, voting, and official seating.*

Submitted in accordance with Standing Rule 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 2. Certification of Delegates

C. Vacancies. The organization to which delegates have been allocated shall be responsible for filling vacancies which may occur when a delegate does not fulfill the term for which elected. The filling of vacancies must comply with the requirements of the Constitution and Bylaws for the election of officers. Successor delegates to fill possible vacancies should be elected at the same time delegates are elected. Those persons filing delegate lists under the provision of B above shall file with the Executive Director, by [June 1] *May 1*, lists of successor delegates that may have been elected, and a certificate of eligibility of each such successor delegate. Only those members who are so certified shall be eligible to serve as successor delegates.

Submitted in accordance with Standing Rule 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 2. Certification of Delegates

C. Vacancies. The organization to which delegates have been allocated shall be responsible for filling vacancies which may occur when a delegate does not fulfill the term for which elected. The filling of vacancies must comply with the requirements of the Constitution and Bylaws for the election of officers. Successor delegates to fill possible vacancies should be elected at the same time delegates are elected. Those persons filing delegate lists under the provision of B above shall file with the Executive Director, by June 1, lists of successor delegates that may have been elected, and a certificate of eligibility of each such successor delegate. Only those members who are so certified shall be eligible to serve as successor delegates. *A successor delegate shall serve for the remainder of the term of the delegate in whose place the successor delegate is serving. However, if a delegate is unable to attend one or more annual meetings by reason of health or family emergency, that delegate may resume service in the term of office to which the delegate was elected, commencing at the next annual meeting, provided that the delegate has submitted a statement to the Credentials Committee (no later than January 15 immediately preceding the annual meeting at which the delegate wishes to resume office) certifying that the delegate wishes to resume office and was unable to attend by reason of health or family emergency and the Credentials Committee concurs that such reason does in fact exist.*

Submitted in accordance with Standing Rule 9.B.1.c. (by petition of at least 25 delegates).

Contact Person: Judith M. Owens, New Jersey

Rule 2. Certification of Delegates

C. Vacancies. The organization to which delegates have been allocated shall be responsible for filling vacancies which may occur when a delegate does not fulfill the term for which elected. The filling of vacancies must comply with the requirements of the Constitution and Bylaws for the election of officers. Successor delegates to fill possible vacancies should be elected at the same time delegates are elected. Those persons filing delegate lists under the provision of B above shall file with the Executive Director, by June 1, lists of successor delegates that may have been elected, and a certificate of eligibility of each such successor delegate. Only those members who are so certified shall be eligible to serve as successor delegates. *If a registered delegate leaves the Representative Assembly for an emergency reason, the elected successor delegate may be registered as a voting delegate during the absence of the originally registered delegate. A successor delegate registered in accordance with this provision shall be credentialed to serve as a voting delegate only until the adjournment of the Representative Assembly.*

Submitted in accordance with Standing Rule 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENTS AFFECTING STANDING RULE 6

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the annual meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the Chair prior to the close of the third business meeting of the Representative Assembly and the material will be made available at the platform to the chairperson of each delegation by the beginning of the next business meeting. *New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be distributed at the first state delegation meeting.*

Submitted in accordance with Standing Rule 9.B.1.c. (by petition of at least 25 delegates).

Contact Person: Alan T. Davenport, New Jersey

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the annual meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the Chair prior to the close of the third business meeting of the Representative Assembly and the material will be made available at the platform to the chairperson of each delegation by the beginning of the next business meeting. *No such new business item shall be acted upon unless it has been distributed to the delegates by the preceding calendar day.*

Submitted in accordance with Standing Rule 9.B.1.c. (by petition of at least 25 delegates).

Contact Person: Alan T. Davenport, New Jersey

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the annual meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the chair prior to the close of the third business meeting of the Representative Assembly and the material will be made available at the platform to the chairperson of each delegation by the beginning of the next business meeting. *Each new business item shall be printed accompanied by the name of the submitting NEA, state, or local group; if submitted by petition of 50 delegates, it shall be accompanied by the name and state of the contact person.*

Submitted in accordance with Standing Rule 9.B.1.b. (by a state delegation).

Contact Person: Bonnie Miller, North Dakota

AMENDMENTS AFFECTING STANDING RULE 8

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. They shall serve for [one year] *three years* commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than [six] *two* consecutive terms as delegate to be effective after the 1970 NEA Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.c. (by petition of at least 25 delegates).

Contact Person: Laurence H. Lee, Michigan

SHOULD THE PRECEDING AMENDMENT TO STANDING RULE 8.C. BE ADOPTED, THE PARAGRAPH WOULD READ AS SHOWN BELOW AND THE COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES WOULD THEN PRESENT THE FOLLOWING AMENDMENT.

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. They shall serve for three years commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than two consecutive terms as delegate [to be] effective [after] *with* the [1970] *1976* NEA Representative Assembly. *Terms of representatives shall be staggered.*

Submitted in accordance with Standing Rule 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules).

Contact Person: Bernard J. Freitag, Pennsylvania.

Rule 8. Resolutions Committee and Procedure

D. Duties. The Resolutions Committee shall prepare and present to the Representative Assembly proposed resolutions for adoption. They shall be printed and made available to delegates [at least one day] before action is scheduled thereon by the Representative Assembly. . . .

Submitted in accordance with Standing Rule 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Bernard J. Freitag, Pennsylvania.

FOR 1976 REPRESENTATIVE ASSEMBLY ONLY

Rule 8. Resolutions Committee and Procedure

F. Procedures for Submitting Resolutions. Resolutions from delegates or members designed for consideration by the Resolutions Committee shall be submitted to the Executive Director or the chairperson of the Resolutions Committee not later than 6 p.m. of the second day [when the first business meeting] of the Representative Assembly [takes place].

Submitted in accordance with Standing Rule 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Bernard J. Freitag, Pennsylvania.

AMENDMENTS AFFECTING STANDING RULE 9

Rule 9. Amendments, Submission and Vote

A. Constitution and Bylaws

1. Constitution: Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing, and in accordance with Article IX, Sections 1 and 2 of the Constitution not later than the close of the third business meeting of the Representative Assembly.

(a) Editing: Amendments to the Constitution shall be checked, reviewed, and if necessary edited by the Committee on Constitution, Bylaws, and Rules and presented by title by the chairperson of the committee to the Representative Assembly immediately preceding the Representative Assembly at which it is to be voted upon.

The editing responsibilities of this committee shall include that of combining two or more amendments of a similar intent into a single amendment, if the final amendment is agreed to by the [majority of] *contact person for* each group making the original amendments involved.

. . . .

2. Bylaws: Proposed amendments to the Bylaws shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 3 of the Constitution.

(a) Editing: Amendments to the Bylaws shall be checked, reviewed, and, if necessary, edited by the Committee on Constitution, Bylaws, and Rules and printed in an official publication sent to all members at least sixty (60) days prior to its consideration. The editing responsibilities of this committee shall include that of combining two or more amendments of a similar intent into a single amendment, if the final amendment is agreed to by the [majority of] *contact person for* each group making the original amendments involved.

Submitted in accordance with Standing Rules 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules).

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 9. Amendments, Submission and Vote

A. Constitution and Bylaws

1. Constitution: Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing, and in accordance with Article IX, Sections 1 and 2 of the Constitution not later than the close of the third business meeting of the Representative Assembly.

. . . .

(b) *Printing and* Distribution: *The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Constitution so that they are sequential by article of the Constitution.* Titles and texts of proposed amendments to the Constitution along with the name and state of the contact person shall be available upon request to any NEA member no later than 90 days following adjournment of the Representative Assembly. The text of the proposed amendments shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

2. Bylaws: Proposed amendments to the Bylaws shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 3 of the Constitution.

. . . .

(b) *Printing and* Distribution: *The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Bylaws so that they are sequential by bylaw.* The text of proposed amendments to the Bylaws along with the name and state of the contact person shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Submitted in accordance with Standing Rules 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules).

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 9. Amendments, Submission and Vote

B. Standing Rules

(c) By majority vote of the NEA Board of Directors and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

(Reletter subsections as follows: Current a becomes d; and current c becomes a.)

Submitted in accordance with Standing Rules 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules).

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENTS AFFECTING STANDING RULE 10

Rule 10. Elections, Committee and Procedure

H. Election. Elections shall be by printed ballot by the delegates to the Representative Assembly. The names [on the ballot] *of the candidates* shall be [rotated] *placed on the first ballot in the order determined by lottery by the candidates or their designees immediately following the close of nominations at the Representative Assembly; on subsequent ballots the order also shall be determined by lottery by the candidates or their designees.* Elections on the first ballot shall be on the second day of the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.a. (by majority vote of the Committee on Constitution, Bylaws, and Rules) at the request of the Board of Directors.

Contact Person: Bernard J. Freitag, Pennsylvania

Rule 10. Elections, Committee and Procedure

H. Election. Elections shall be by printed ballot by the delegates to the Representative Assembly. The names on the ballot shall be [rotated] *listed so that on the first ballot, the candidates' names shall appear in alphabetical order by surname; on subsequent ballots the candidate receiving the largest number of votes shall be listed first. In case of a tie the placement shall be determined by the flip of a coin.* Elections on the first ballot shall be on the second day of the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.c. (by petition of at least 25 delegates).

Contact Person: Bernard J. Anderson, Nevada

Rule 10. Elections, Committee and Procedure

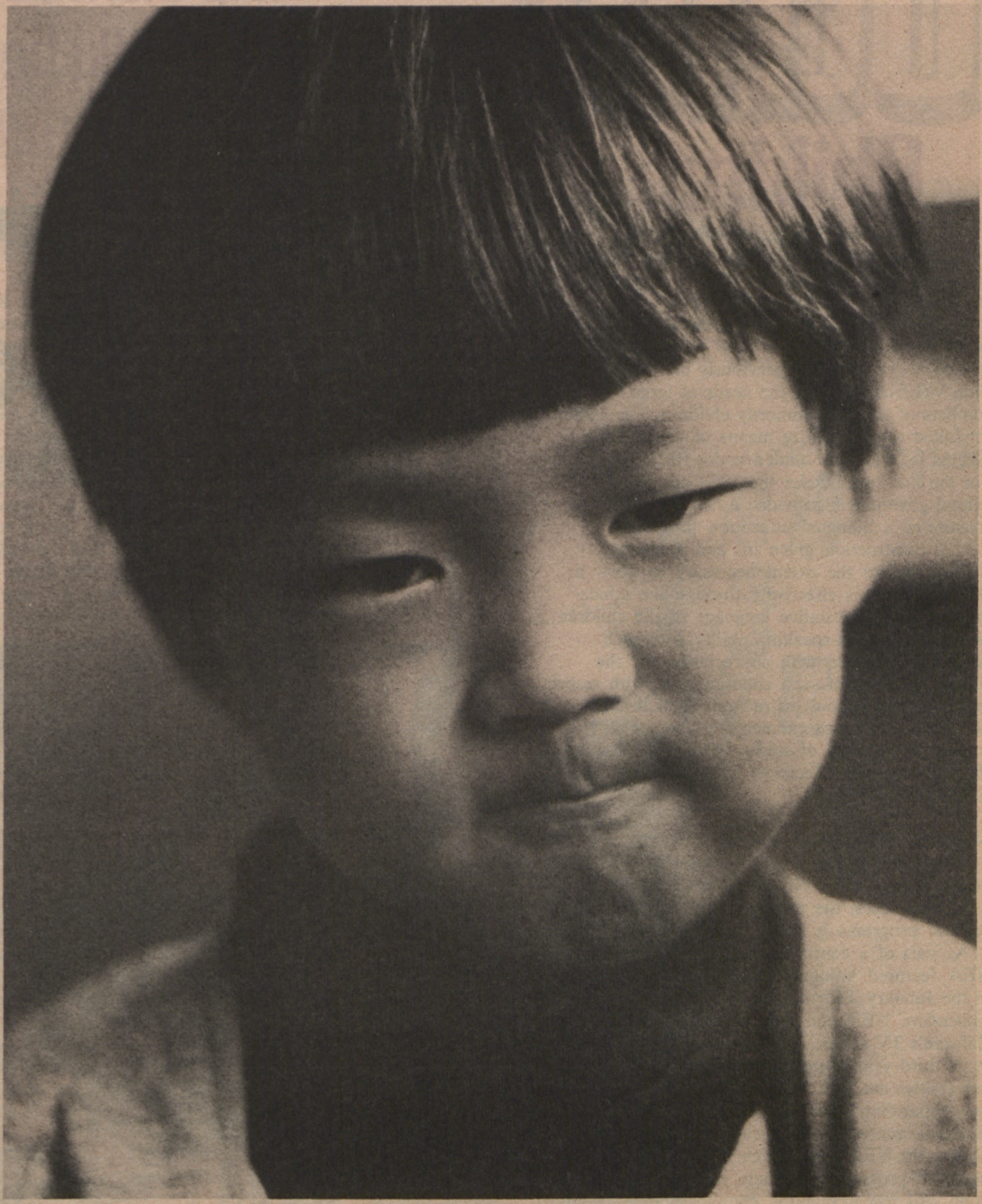
H. Election

11. As soon as the results of an election are certified, all business of the Representative Assembly shall be suspended until the results are reported to the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.c. (by petition of at least 25 delegates).

Contact Person: Albert H. Cranston, Wyoming

Exploding The Melting Pot Myth



America's Other Children

(Continued from page 1)
million minority children speak English, but they too are culturally and ethnically different from the dominant Anglo population. These children too, because of their differences, are subject to alienation, exclusion, poor grades, and high drop-out rates.

NEA's involvement in bilingual/multicultural education grew out of its commitment to equality of educational opportunity.

As educators, human relations specialists, civil rights advocates, political leaders, and clergymen struggled to overcome the racial and ethnic hostilities that erupted during the 1960's and 70's, there emerged a painful realization about the once-popular tradition of the melting pot. In spite of the fact that the United States always has been a land of ethnic diversity, our national institutions have perpetuated a white, Anglo-Saxon, Protestant, monocultural standard. Moreover, the myth called the melting pot made possible this continued paradox between ethnic diversity and a monocultural standard.

According to this myth, education transforms people from diverse ethnic backgrounds into a homogenous citizenry. Historically, the Americans who have obtained the greatest measure of opportunity, economic success, and respect were those who most convincingly conformed to the melting pot's monocultural ideal.

Painful Cultural Conflict

But many of those who were able to conform experienced painful cultural conflict and paid a high emotional price. To enter the mainstream of society, they stripped themselves of their ethnic and cultural differences, becoming pallid reflections of what was already there. They changed their names, cut their family ties, denied their cultural heritage, shunned their backgrounds.

The public school, along with most institutions in American society, demanded of the student a denial of his or her heritage. NEA believes that this practice is un-American and a travesty of social justice.

NEA first brought these concerns to national attention in 1966, when at a national conference teachers urged a commitment to building "bridges of understanding" so that all Americans could learn to value our variety as a nation and at the same time provide educational opportunity for these "other" children. A year prior to this national conference, NEA co-sponsored with the Arizona Education Association a bilingual survey which served as a basis of support for subsequent NEA involvement in bilingual education.

Since the Task Force was appointed, much has occurred. In January 1974, an NEA-supported Supreme Court case, *Lau vs. Nichols*, established more firmly a student's rights to an appropriate educational program when his or her primary language is not English. The NEA-backed

(Continued on next page)

What Is Bilingual/Multicultural Education?

The NEA Task Force on Bilingual/Multicultural Education established this definition:

"Bilingual education is a process which uses a pupil's primary language as the principal medium of instruction while teaching the language of the predominant culture in a well-organized program, encompassing a multicultural curriculum."

The Task Force emphasized that this definition not only addresses itself to the needs of diverse cultural and lingual minorities, but also to the needs of the predominant society. All references to bilingual/multicultural education in this issue of the REPORTER are based on this definition.

America's Other Children

(Continued from preceding page)

Bilingual Education Act of 1974, which superseded the 1968 act, was enacted by Congress and signed into law by the President.

The 1974 act, as amended, is more explicit in intent and design. Children need no longer be low income, a criterion that previously had prevented Title VII from meeting the needs of large numbers of language minority children. The 1968 act failed to systematize means of determining success in programs funded under the act.

For the first time, under the 1974 act, the federal government provided a definition of what constitutes a bilingual education program:

". . . instruction given in, and study of, English and to the extent necessary to allow a child to progress effectively through the educational system, the native language of the children of limited English-speaking ability, and such instruction is given with appreciation for the cultural heritage of such children, and, with respect to elementary school instruction, such instruction shall, to the extent necessary be in all courses or subjects of study which will allow a child to progress effectively through the educational system."

Bilingual/Multicultural Programs Increase

Stimulated by these actions, local association pressures, and other NEA-supported legislation and court cases, the number of bilingual/multicultural programs is increasing.

As part of a continuing awareness program, NEA featured bilingual/multicultural education in the January/February 1975 issue of *Today's Education*. NEA endorsed a weekly bilingual children's TV series, *Villa Alegre*, which is now in its third year of programming. Colleges and universities are making more programs available for preparation of teachers and others in bilingual/multicultural education.

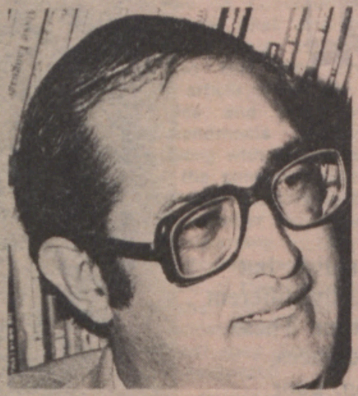
Says the NEA Task Force 1975 report: "There has been progress . . . There is still much to be done. All too frequently, enough thought is not given to what is needed to make an educational program work, and all too frequently staff and resources necessary to do the job are not provided."

"Bilingual/multicultural education may be just a monetary vision or it may be a fully cast production scheduled for an indefinite run. It all depends on how much teachers and government are willing and able to see through to fruition an idea whose time has come," the Task Force report says.

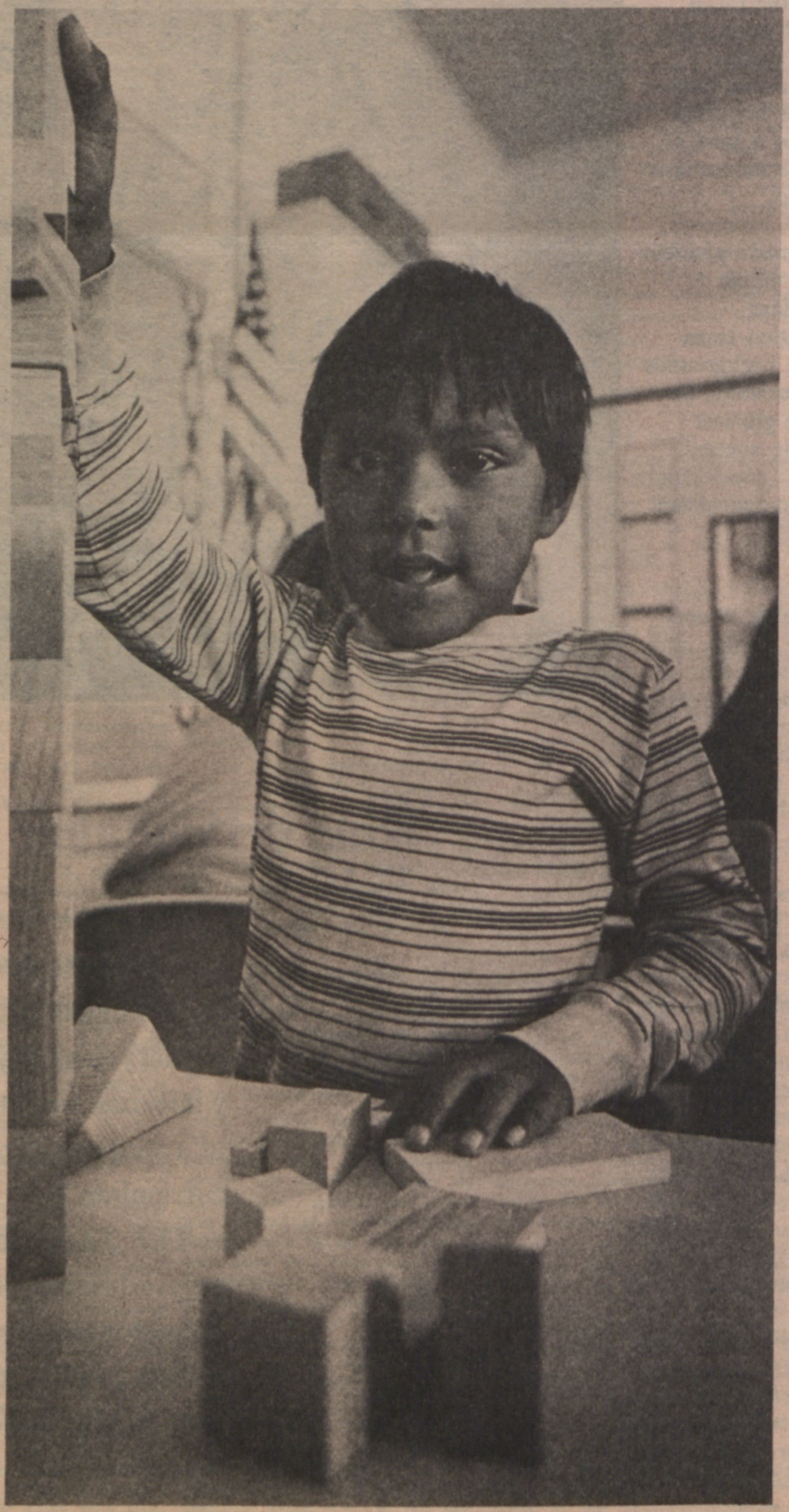
Teachers should be extremely sensitive about the kinds of questions they ask. Not "who discovered America?" but "who was the first non-Indian to come to America?"

"We can help them become emotionally healthy, non-alienated students"

John Aragon, recently appointed President of Highlands University, Las Vegas, New Mexico, and a knowledgeable proponent for bilingual/multicultural education, delivered the following remarks to an NEA conference on civil and human rights. Aragon, a former teacher and staffer for NEA-New Mexico, was director of the Cultural Awareness Center, University of New Mexico at Albuquerque, until his appointment to Highlands University last fall. At right is an edited version of his remarks.



John Aragon



Alienation. Unwanted. Excluded. What do these words mean? How do students become unwanted? How do they get excluded? It is rather obvious that the culture of children ethnically different from the majority will conflict with the culture present in the traditional curriculum. The curriculum was never prepared for them, and the training that you and I received in teacher training institutions never prepared us to work with the ethnically different children.

When culturally different students bring their cultural characteristics into the classroom and find that the school is merchandising different ones, they will become alienated because the institution's cultural values dominate. How does this happen? Suppose you are a student who speaks Spanish or Tiwa, and these are the first words you hear from a smiling teacher on the first day of school: "Good morning. Here, we are going to speak something called English." You say, "Gee, OK!" She hasn't said anything bad about your language. Is she promoting another one? You are not dumb. If this institution that my parents told me is so great and this lovely human being thinks I should be making English sounds, it must be because they are better than my own. Inadvertently, we have diminished one part of that child's culture. It doesn't take this child long to catch on, especially if the teacher can't pronounce his or her name. I remember a young kid named Luis Cruz whose teacher called him "Loose Screws." This wasn't funny to Luis, and he stopped talking in school after that first incident.

Educators directly alienate the culturally different student. New Mexico's population is 40 percent Chicano, 10 percent Indian, 3 percent Black, and 40 percent people who look alike. In any given classroom, where 10 percent of the students will be Indian, we ask: "Who discovered America?" This question tells the Indian children that we didn't care enough about their people to even recognize their existence until we got there. We should have asked, "Who was the first non-Indian to come to America?" Indian people should not have to stand for this.

Americans who are in the mainstream are emotionally stable. They belong to all the right clubs. Outside the mainstream are ponds of different people—Italian, Irish, German, Polish, Indian, Black . . . They enter the mainstream by leaving their ponds and subjecting them-

selves to a filtration system or school that strips them of all ethnic differences. By having settled for newcomers who didn't bring any new ingredients into the mainstream but who were pallid reflections of what was already there, the mainstream was not enriched.

All the ponds have dried up except for four—Asian, Black, Indian, and Spanish-speaking. The conflict in this country is whether these groups will have to subject themselves to the filtration process or whether they will be allowed to enter as they are. Why don't these groups do what all the others did? The groups that are now outside the mainstream came to this country for reasons significantly different from those of any other groups. The other groups came with a proclivity to change. They were disenchanted with their homelands. The Spanish came here to self-actualize and to spread the glories of their culture, not to change. Indians never wanted to change; they still like themselves the way they are. The Black man tried everything to enter the mainstream but was kept out. Furthermore, all of these groups are physically identifiable. White racism has kept them out. The culturally different child quickly enters a state of total rejection. He rejects everything to which he attributes his lack of success. He says, "If I didn't know that other language, if I didn't have a dumb accent, if my relatives weren't so funny, or if we didn't eat those dumb foods . . . I could be somebody." Most ethnic minorities disappear in that stage of rejection. They enter the mainstream in force and become super Anglo.

We have two options for admitting these groups. The first one is just to allow them to infiltrate, but this will take too long a time. The second option is to let them come in as they are. We can use the filtering experience to enrich the human mosaic in the mainstream. The majority group needs the minority groups as much as the minority needs the majority. This is really what the minority groups are asking: "Let us share with you what we know about ourselves." In this way, we will produce emotionally healthy, nonalienated students who will become good citizens, build strong countries, and feel that the schools also belong to them because there they learned about themselves as well as about others. Students who go to schools of that kind don't burn down their schools; they protect them.

"Speak English; No Other Language Allowed"

Manuel is a third-grader in a Southwestern U.S. public school. He is intelligent, has no physical handicaps, and no learning disabilities. So far he has adjusted beautifully to the school environment. His teachers and parents say he's doing well in school, as are the majority of his classmates, because he is learning reading, writing, and math in his native language—Spanish.

Manuel is luckier than his forbears and many of his contemporaries enrolled in other schools, where for one reason or another bilingual/multicultural education is nonexistent. His teachers know, for example, that when a child is five or six years old and has learned to think, make sounds, and respond in one language, he is ready to learn in that language. But if the child is expected to switch languages suddenly, and at the same time made to feel ashamed of all that he has learned about himself in his first six years, he loses his reading readiness and suffers irreparable learning damage.

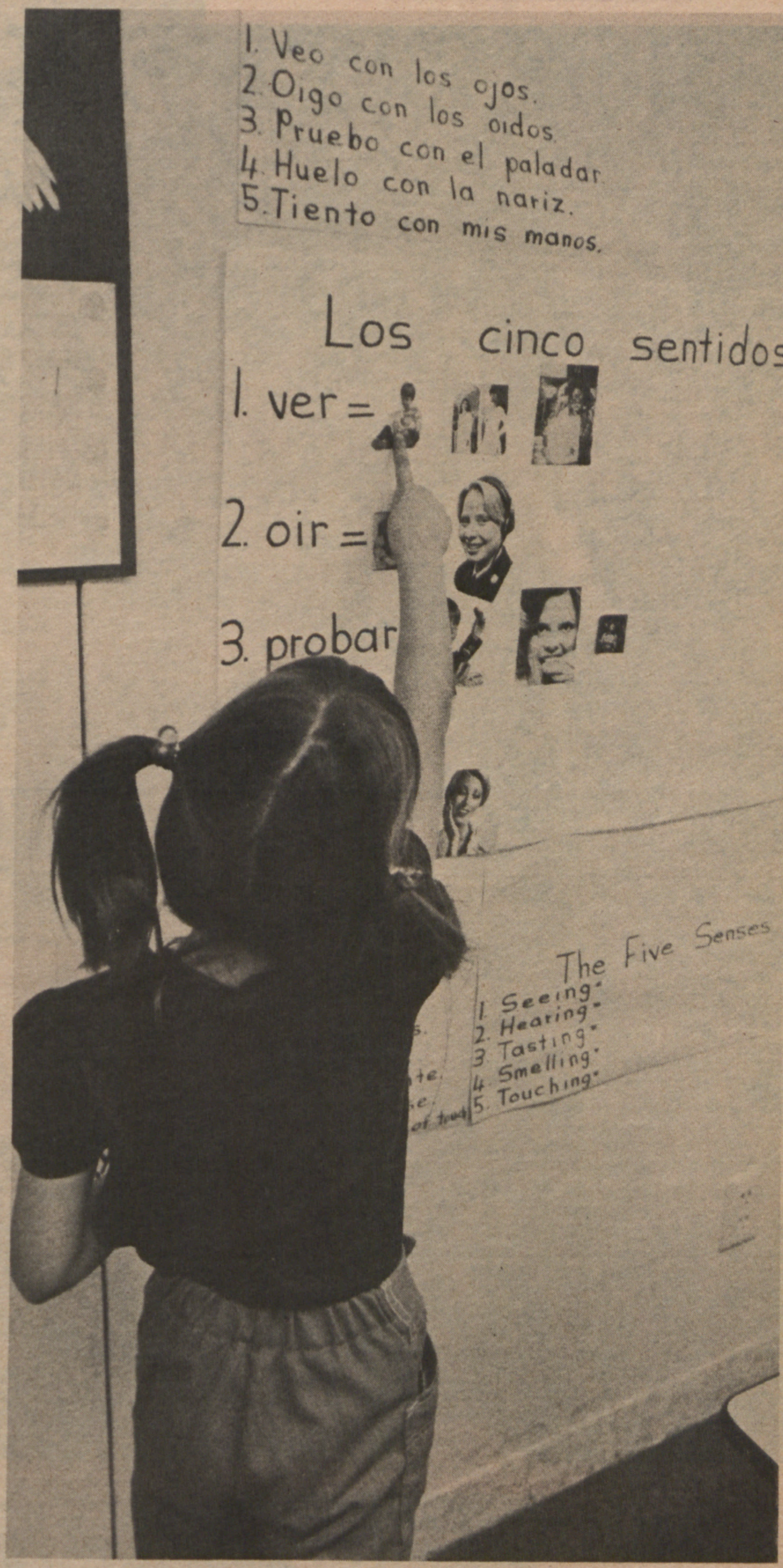
When Manuel's older brother, Rafael, went to the same school 10 years ago, there were signs posted in the halls and classrooms which read: "Speak English"; if he or his classmates were caught speaking Spanish they were punished. If they couldn't speak, write, or understand English, they were dubbed as "dumb," "retarded," or "stupid." They were either relegated to "special education" classes or allowed to sit in regular classrooms and remain quiet, passing on from grade to grade until they realized it was hopeless.

Rafael sat in the classroom for the first few years hoping that his teacher would not call on him. When he began to catch on to English, he was so far behind academically that he was placed in a "special" class because he could not read or write in Spanish or English. Soon Rafael, culturally and linguistically alienated, became discouraged and frustrated and dropped out of school.

Today, when Rafael is working, it is in one of the lowest paying jobs. And he is usually among the last hired and first fired.

Unfortunately, the story of Rafael typifies the plight of millions of Americans who are linguistically, culturally, or physically different from the dominant Anglo culture.

Public schools, delegated to teach the ideals of Democracy, have in actuality practiced discrimination and furthered class distinction to the detriment of millions of children, NEA's Task Force says.



Some States Do; Most Don't

Fifteen states currently have some type of bilingual or bilingual/multicultural education legislation. Much of it is simply supportive of bilingual education, but some states have been explicit in mandating bilingual education and appropriating funds to carry out the mandate. Other states have adopted legislation, but have not provided funds to implement programs.

In some states, the state education association was involved in activities that led to the adoption of bilingual legislation.

States with Bilingual/Multicultural Legislation or Other Directives Relating to Bilingual/Multicultural Education			PENDING LEGISLATION
Alaska	Maine	New York	North Dakota
California	Massachusetts	Oregon	Wisconsin
Connecticut	Michigan	Pennsylvania	New Hampshire
Illinois	New Jersey	Texas	Missouri
Louisiana	New Mexico	Washington	

America's

Other

Children

Southwest America: Lingual Minorities Still Shortchanged

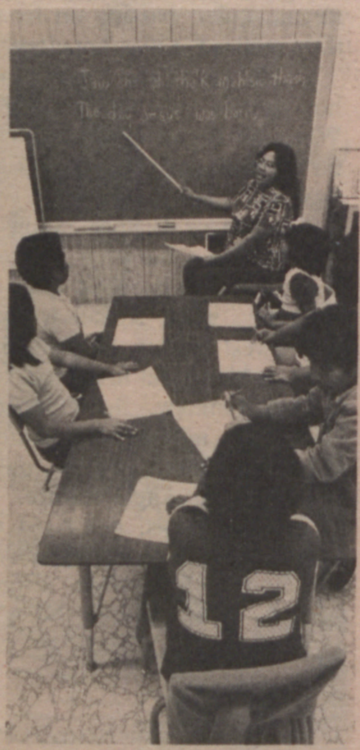
The idea is to let the child learn to read and write in his own vernacular the language he brings to school with him, and at the same time introduce him to English so that he can learn to speak and be literate in both languages at the same time.

Arizona is one of the 35 states having no law mandating bilingual/multicultural education.

Due to the large populations of Chicano and First American students, a large number of community activists, and Arizona Education Association support, 34 school districts are currently operating bilingual programs. However, most are federally funded and some are hanging on with limited local funds.

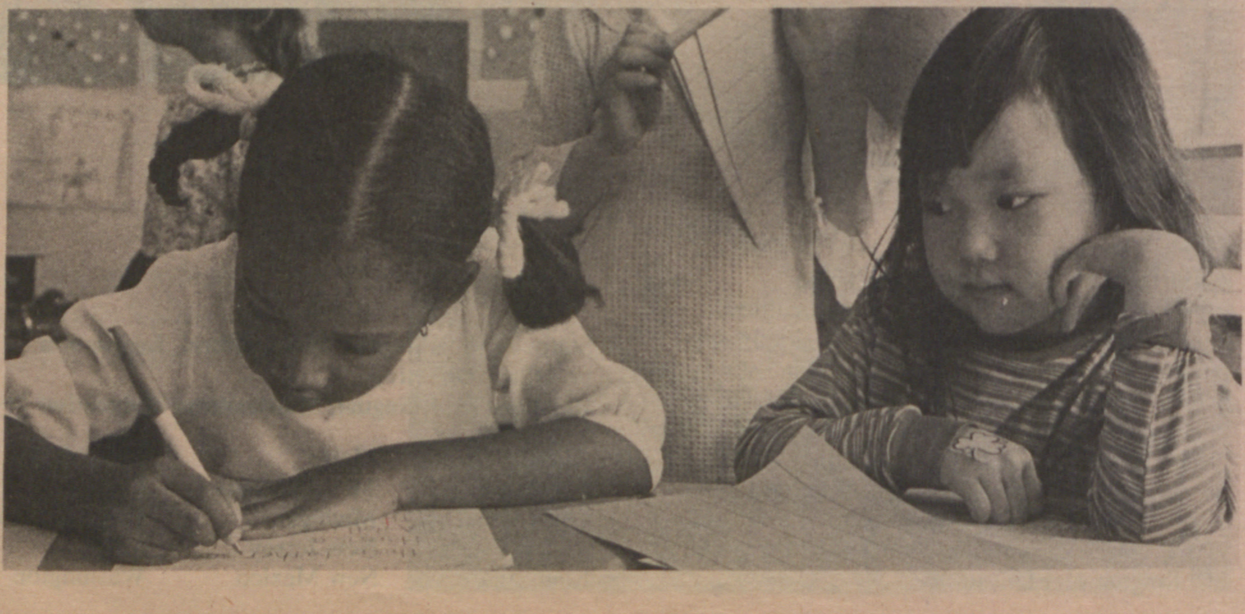
According to a recent report by Governor Raul Castro's cqmmittee on community coordinated child care, "minority children, especially Indians and Mexican-Americans, are subject to an educational system that is inadequate for almost 30 percent of its school population."

The governor's committee and AEA have recommended that the state legislature create a bilingual education division to research, coordinate, and monitor bilingual programs because, currently, school districts give no one responsibility for assuring adequate instruction.



AEA has further recommended that the federal government urge colleges and universities to move swiftly in the development of teacher training programs in bilingual education and that bilingual/multicultural programs be freed from total dependence on federal funds for operation and expansion.

In a position statement to the National Advisory Council on Bilingual Education recently, the AEA charged that "not enough is being done at the state level, partly because of a lack of financial commitment by the legislature."



According to a U.S. Civil Rights Commission study released recently, not enough is being done period. In the Mexican-American portion of the study, the Commission reported that state legislatures and educational establishments in the Southwest have failed to assume the responsibility for far-reaching change in the system to educate Mexican-Americans.

"Of the 1.6 million Mexican-American children in schools, only 70,000

or about 4 percent are being reached" by bilingual programs. "Of these, fewer than 2 percent are involved in state-funded programs," the report states.

Additional information supplied by the report revealed that courses in Mexican history are offered in fewer than 10 percent of the Southwest schools; fewer than 3 percent offer Chicano studies programs; fewer than 5 percent of the 350,000 teachers in the Southwest are Chicano; fewer than 4 percent are curriculum directors; and only 7 percent of total district administrative staffs are Chicano.

"Chicano children," the report says, "by and large, are confronted with a school which either ignores their culture or regards it as an undesirable obstacle to success."

Despite the apparent lack of concern by state and local governments and limited funding, some schools operating bilingual/multicultural programs are viewed as successful. The NEA REPORTER *visited four such programs in Tucson, Phoenix, Nogales, and a Pima Indian reservation where teachers and parents not only applied for funds to operate a bilingual program, but also continue to work together to ensure that the bilingual/multicultural instruction meets the students' needs.*

These programs are reflected in many of the photographs shown in this feature of the REPORTER.

Children in a truly bilingual/multicultural program learn better and faster in both languages.

We believe that the language a minority student brings with him to school is an asset, not a liability.

Who Gains By Good Multicultural/Bilingual Programs?

Students gain: a stronger self-concept, increased learning achievement and a feeling of status or prestige, better job opportunities inside and outside the community, and more opportunities to study and travel.

Teachers gain: professional advancement, increased job opportunities, additional education through subsidized programs, increased salary through accumulation of course credits, more opportunities to travel and study abroad, and increased prestige and a stronger self-image.

Local education associations gain: opportunities for affirmative action, an opportunity to take a leadership role with community groups in ensuring that an effective program is established and maintained, more public exposure and a stronger public image with the community, a base broadened by newly established relationships with community groups, and, of course, more members as additional teaching positions are opened.

School boards gain: increased funds from state and federal governments; an educational program more appropriate to student needs and resulting in fewer student conflicts, problems, and frustrations; reduced community tensions with the lessening of antagonism toward the board; and freedom from litigation on charges of not providing appropriate education.

The community gains: greater involvement in the educational decision-making process, a greater identification with what schools are about, increased opportunity for community group interaction in working toward common goals, a feeling of greater altruism, a feeling of greater individual and collective self-worth, a more highly educated and skilled population with greater economic potential for increased earning and buying power, and students more likely to finish their education and less likely to pose drop-out problems.

The school administration gains: additional funding for school programs; a more appropriate program for encouraging students to remain in school, thus increasing state reimbursements for the entire school program; freedom from litigation on charges of not providing appropriate education programs; increased staffing; satisfaction of community and student needs; improved self and public image, helpful in getting bond issues and budgets passed; opportunities for affirmative action in hiring staff and thereby broadening the staff; and opportunities for professional advancement.

The support staff gains: a greater feeling of identification with the educational process through orientation programs and interaction with the professional staff, a stronger self-image and opportunities of advancement through "career ladder" education programs, more understanding of student and teacher needs, and a greater feeling of self-satisfaction in helping provide for those needs.

Higher education gains: increased enrollment; the opportunity to help develop innovative programs; additional job security because of involvement in an expanding area in education; increased status and prestige; opportunity and funds to do research and prepare teachers; opportunity to publish; and opportunity to work directly with school districts, teachers, and the community.

NEA Directors Urge New Services for Members

WASHINGTON, D.C.—The NEA Board of Directors, meeting February 13 and 14, requested that the NEA Budget Committee consider including in the 1976-77 budget a provision for the Association to finance professional liability insurance for members, since it would be less expensive than states doing it individually. Under the program approved by the Board, NEA would pay $1 per member to provide $250,000 of liability insurance, $5,000 for punitive damages, $1,000 for bail bond, and $1,000 for attorney fees. States could add to this for small additional charges.

The Directors also discussed a proposal presented in December to revamp NEA's DuShane Fund into a more unified legal services program. Action is expected at the April Board meeting. Some states not involved extensively in collective bargaining, such as North Carolina, expressed concern that bargaining-related costs must not push the dollar level, which triggered NEA funding, so high that some states cannot reach it.

Executive Director Terry Herndon explained that the goal of proposed changes is equity. Right now, he noted, situations occur when one state spends $30,000 protecting teachers' rights and receives $15,000 from NEA while another spends $650,000 and gets $2,000. Also, he stated, there is a need to decentralize decision-making to the states and get rid of excessive red tape. The Teacher Rights Committee gave the proposal its support, with suggestions that there be a simple appeal process, that the definition of "legal" services be clarified, and that the level of funding be tied to size of membership.

NEA President John Ryor talked to the NEA Board about President Ford's recently proposed federal budget, terming it an "absolute disaster" for education due to $1 billion-plus cuts. He warned that "the impact goes beyond dollars" to the even more "disturbing philosophy" of the Ford administration.

Ryor also reported that the American Federation of Teachers has not responded to NEA's urging to drop federation court challenges to the principle of exclusive bargaining representation, even though AFT was recently strongly rebuffed in one of these cases in Maryland.

After considerable debate, the Directors moved to change the NEA UniServ policy guidelines to increase funding of UniServ grants. Funding levels approved for 1976-77 were $7,500 for the first year, $8,000 for the second, $8,500 for the third, and $9,000 for the fourth and ensuing years. In 1978-79, the first four years remain the same but the fifth and ensuing years go to $9,500. Although some Directors called for even higher levels, UniServ advisory committee chairperson Lou Armbrust pointed out that UniServ was from the beginning intended as "an assistance grant, as seed money." It is a "myth," he stated, that it was ever meant to be funded equally three ways.

NEA Board of Directors Roll-Call Votes

December 1975

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA Reporter. Several roll-call votes were taken at the December 1975 meeting of the board:

CRITICAL ISSUES AND THE ANNUAL MEETING

Motion: STREIFF - BELL

To substitute the option to eliminate both the $5.00 registration fee and the $2.00 per room arrangement and transfer $105,000 to offset convention costs.

A ROLL CALL VOTE WAS TAKEN ON THE MOTION AND CARRIED (VOTE NUMBER ONE). THE VOTE WAS THEN TAKEN TO MAKE THE SUBSTITUTE MOTION THE MAIN MOTION AND CARRIED (VOTE NUMBER TWO).

NEA-NYSUT SITUATION

Motion: HOBART - CORTESE

To amend by substituting the following three conditions for the ones originally proposed in the main motion:

1. To formally withdraw the NEA in New York Project and to assure all state and local NEA affiliates that the Executive Committee will not authorize a program within any affiliate's jurisdiction unless it first obtains that affiliate's express consent;

2. To reaffirm its belief in the autonomy of the NEA's state and local affiliates and under no circumstances should or may the NEA Executive Director or any other member of the NEA staff interfere in the democratic decision-making processes of any affiliate, nor should or may they seek to undermine policies and programs established through those democratic procedures; further, accordingly and specifically, to rescind the February 1975 resolution authorizing the NEA Executive Director to interfere in the internal affairs of the New York State United Teachers, and direct that the NEA staff neither should nor may implement any program within the jurisdiction of any state or local NEA affiliate without that affiliate's express consent;

3. To interpret New Business Item #20, as adopted by the 1972 NEA Representative Assembly and subsequently amended, as "grandfathering in" the New York State United Teachers and all provisions currently in the NYSUT Constitution; and further, to declare specifically that NYSUT does not need to make any change in its Constitution, as now written, in order to remain in compliance with the new NEA Constitution and Bylaws, both of which were adopted subsequent to the adoption of the NYSUT Constitution.

A ROLL CALL VOTE WAS TAKEN ON THE MOTION TO SUBSTITUTE AND IT WAS DEFEATED (VOTE NUMBER THREE).

Denzil Arrington (AZ) voted in the affirmative and submitted the following statement:

> "I voted to substitute New Business Items 31, 32 and 33 for New Business Item 26 to address three separate issues with regards to New York and possible disaffiliation from NEA. I would have voted for New Business Items 31 and 32 dealing with the New York Project and states' autonomy. I feel very strongly against the New York project as it is very costly and I can see nothing but trouble for NEA from this project. I am against any special considerations for any state not complying, as long as each state is treated equally."

Thomas Pisa (NY) requested that the record indicate the President's statement that the defeated motion by roll call vote was not a vote to disaffiliate NYSUT.

KEY: *"Y" voted in favor of the issue* *"A" abstained on the issue* *"N" voted in opposition to the issue* *"O" not voting (includes absentees and nonrespondents)*

NAMES	STATE	Roll Call Vote # 1	2	3
Butler	Ala.	Y	Y	N
Lipscomb	Ala.	Y	Y	N
Potter	Alaska	Y	Y	N
Arrington	Ariz.	N	N	Y*
Elliott	Ark.	N	Y	N
Marshall	Ark.	N	Y	N
Eddy	Calif.	Y	Y	N
Foglia	Calif.	Y	Y	N
King	Calif.	Y	Y	N
Lamb	Calif.	N	N	N
Slivkoff	Calif.	N	N	N
Tinson	Calif.	Y	Y	N
Boggs	Colo.	Y	Y	N
Petrocco	Colo.	Y	Y	N
Bell	Conn.	Y	Y	N
Rossomando	Conn.	Y	Y	N
Gates	Dela.	O	O	O
Murphy	D.C.	N	N	N
Harner	Fla.	N	Y	N
Martin	Fla.	Y	Y	N
Cantey	Ga.	N	Y	N
Husbands	Ga.	N	N	N
Wright	Ga.	N	Y	N
Fujimori	Hawaii	N	N	N
Ducker	Idaho	N	N	N
Loyd	Ill.	N	Y	N
Mack	Ill.	N	N	N
Pasteris	Ill.	O	O	O
Rich	Ill.	N	Y	N
Denny	Ind.	N	Y	N
Hock	Ind.	N	Y	N
Mitchell	Iowa	Y	Y	N
Shearer	Iowa	Y	Y	N
Peterson	Kans.	N	Y	N
Swanson	Kans.	Y	Y	N
Nall	Ky.	N	N	N
Pessarelli	Ky.	N	Y	N
Pringle	La.	Y	Y	N
Sanders	Maine	Y	Y	N
Eberly	Md.	Y	Y	N
Washington, J.	Md.	Y	Y	N
Flanagan	Mass.	N	Y	N
Roberts	Mass.	N	Y	N
Schutt	Mass.	Y	Y	N
Christian	Mich.	N	Y	N
Duckworth	Mich.	N	Y	N
Jackson	Mich.	N	Y	N
Kosa	Mich.	N	Y	N
Safronoff	Mich.	N	Y	N
Holman	Minn.	Y	Y	N
Woodard	Minn.	Y	Y	N
Woods	Miss.	N	Y	N
Keeling	Mo.	N	N	N
Kallin	Mont.	N	Y	N
Kriha	Nebr.	Y	Y	N
Conrad	Nev.	N	Y	N
Sargent	N.H.	Y	Y	N
Blackburn	N.J.	N	Y	N
Davenport	N.J.	N	Y	N
Gibson	N.J.	N	N	N
Neblett	N.J.	N	N	N
Stilwell	N.J.	N	N	N
Watkins, J.	N. Mex.	Y	Y	N
Blank, D.	N.Y.	Y	Y	Y
Carter	N.Y.	Y	Y	Y
Cea	N.Y.	Y	Y	Y
Cole	N.Y.	Y	Y	Y
Cortese	N.Y.	Y	Y	Y
Duesberg	N.Y.	Y	Y	Y
Hobart	N.Y.	Y	Y	Y
Kafka	N.Y.	Y	Y	Y
Pisa	N.Y.	Y	Y	A
Streiff	N.Y.	Y	Y	Y
Washington, R.	N.Y.	Y	Y	Y
Johnson	N.C.	Y	Y	N
Jones	N.C.	O	O	O
Lewis	N.C.	Y	Y	N
Kolsrud	N.D.	N	Y	N
Dickau	Ohio	Y	Y	N
McDonald	Ohio	O	O	N
Savage	Ohio	Y	Y	N
Traxler	Ohio	Y	Y	N
Willcox	Ohio	Y	Y	N
Dyer	Okla.	Y	Y	N
Kidd	Okla.	Y	Y	N
Harrison	OR	Y	Y	N
Smith, P.	OR	Y	Y	N
Jewett	Overseas	N	N	N
Benedetti	Pa.	O	O	O
D'Andrea	Pa.	N	N	N
Freitag	Pa.	N	N	N
Hackett	Pa.	N	N	N
MacRae	Pa.	Y	Y	N
Mello	R.I.	N	N	N
Taylor	S.C.	N	N	N
Watkins, C.	S.C.	O	O	O
Smith, D.	S.D.	Y	Y	N
Beasley	Tenn.	N	Y	N
Benson	Tenn.	N	N	N
Lewis	Tenn.	N	N	N
Amend	Texas	Y	Y	N
Avila	Texas	Y	Y	N
Devers	Texas	Y	Y	N
Gore	Texas	Y	Y	N
Reininger	Texas	Y	Y	N
Stephenson	Texas	Y	Y	N
Williams	Texas	Y	Y	N
Wankier	Utah	Y	Y	N
Chaffee	Vt.	Y	Y	N
Lawrence	Va.	Y	Y	N
Moody	Va.	Y	Y	N
South	Va.	Y	Y	N
Armbrust	Wash.	Y	Y	N
McDaniels	Wash.	N	N	N
Noell	W. Va.	N	Y	N
Blank, J.	Wis.	Y	Y	N
duVair	Wis.	Y	Y	N
Niemeier	Wis.	Y	Y	N
Blakeslee	Wyo.	Y	Y	N
Tate (at large)	Ga.	Y	Y	N
Bowser	Ex. Comm.	Y	Y	N
Cummings	Ex. Comm.	N	Y	N
Dattola	Ex. Comm.	N	N	N
Harrison	Ex. Comm.	N	Y	N
Marks	Ex. Comm.	N	N	N
McGarigal	Ex. Comm.	N	Y	N
McGuire	Ex. Comm.	Y	Y	N
Ryor	Ex. Comm.	Y	Y	N
Wynn	Ex. Comm.	N	N	N

Memory-Making Travel Opportunities On These "Spirit of '76" Tours.

Combine Travel and Learning . . .
Take an Association-Sponsored Educational Tour

Please refer to the GENERAL INFORMATION section for rules and regulations applicable to tours/flights.

LONDON AND BEYOND . . .

ONE WEEK SPECIAL TO LONDON (LON)

LON-1 June 29-July 6
LON-2 July 6-July 13
LON-3 July 13-July 20
LON-4 July 20-July 27
LON-5 Aug. 3-Aug. 10
LON-6 Aug. 10-Aug. 17
LON-7 Aug. 17-Aug. 24

$399 from New York

Single Supplement: $75

TOUR FEATURES:
- Round-trip transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel, double occupancy
- Buffet breakfast daily
- Half-day city sightseeing
- Airport transfers and baggage handling for one medium-sized suitcase per person (limited to 44 lbs.)
- Tips and gratuities in connection with tour activities

Cost breakdown: air — $255.98; land — $143.02; total price — $399.

TWO WEEKS TO LONDON/PARIS (LONP)

July 6-July 20
Aug. 3-Aug. 17

$669 from New York

Single Supplement: $150

TOUR FEATURES:
- Transatlantic transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel in London and first-class at the Normandy Hotel in Paris, based on double occupancy
- Buffet breakfast daily in London; Continental breakfast daily in Paris
- Half-day sightseeing in London and Paris
- Airport transfers and baggage handling for one medium-sized suitcase per person (limited to 44 lbs.)

Cost breakdown: air — $255.98; land — $413.02; total cost — $669.

TWO WEEKS TO LONDON/CAIRO-LUXOR (LONE)

July 13-July 27

$999 from New York

Single Supplement: $150

TOUR FEATURES:
- Round-trip transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel, the Cairo Hilton, and Luxor Winter Palace
- Buffet breakfast in London; Continental breakfast and dinner in Cairo and Luxor
- Half-day sightseeing in London, Cairo and Luxor
- Airport transfers and baggage handling for one medium-sized suitcase per person (limited to 44 lbs.)
- Service charges and taxes

Cost breakdown: air — $255.98; land — $743.02: total price — $999.

Tours coded LON, LONP and LONE are costed on an affinity charter basis, pro rated on 381 seats per flight. No administrative fee is included in the airfare portion. Airfare portion is subject to increase on pro rata basis should the number of participants be fewer than 381.

NEA SPONSORED CHARTER FLIGHTS — Transportation Only

Charter Code	Depart	Return	Cities	Round-Trip Price
CP-1	June 21	July 21	Minneapolis-Amsterdam-Minneapolis	$420
CP-2	June 22	August 12	Detroit-Amsterdam-Detroit	362
CP-3	June 23	July 28	New York-Madrid-New York	318
CP-4	June 29	August 19	Chicago-Amsterdam-Chicago	375
CP-5	July 7	July 30	Washington, D.C.-Amsterdam-Washington, D.C.	349
CP-6	July 9	July 24	New York-Amsterdam-New York	326
CP-7	July 12	August 2	Detroit-Amsterdam-Detroit	362
CP-8	July 12	August 4	New York-Amsterdam-New York	323
CP-9	July 13	August 15	New York-Brussels-New York	322
CP-10	July 15	August 16	Chicago-Amsterdam-Chicago	375
CP-11	July 19	August 4	New York-Amsterdam-New York	323
CP-12	July 20	August 12	Boston-Amsterdam-Boston	318
CP-14	August 4	August 23	Philadelphia-Amsterdam-Philadelphia	334
CP-15	August 5	August 23	New York-Geneva-New York	350
CP-16	August 13	August 29	New York-Amsterdam-New York	326
PK-17	July 3	July 27	New York-Paris-New York	317

Airfares subject to increase on pro rata basis should the number of passengers be less than capacity of aircraft.

All NEA charter flights are costed on an affinity basis. The flights coded CP are on Pan American World Airways Boeing 707 jets with a seat capacity of 180; the flight coded PK is on Pakistan International Airlines DC-10 with a seat capacity of 275.

To be eligible you must have held NEA membership for at least six months prior to flight departure date, per Civil Aeronautics Board (CAB) regulation. Other eligible participants: spouse, dependent children and parents of the NEA member if they reside at the same home address. The prices quoted above include U.S. departure taxes as well as foreign departure taxes. Also included is an NEA administrative fee of $8.70.

On Transportation Only flights to Europe, full deposit, less $15 cancellation fee, will be refunded if cancellation is received 90 days or more prior to departure. If the cancellation is received less than 90 days but more than 30 days prior to departure and no replacement is found by the cancelling party(ies), the $125 deposit will be forfeited. For cancellations received less than 30 days prior to departure, full payment will be forfeited unless a replacement is found by the cancelling party(ies). A $15 cancellation fee per person will be held in all cases even if a replacement is found.

ACADEMIC CREDIT TO CHARTER PARTICIPANTS: NEA charter flight participants desiring to earn academic credit may do so in connection with the Western Illinois University Study Abroad Program. To obtain information on this Program, write directly to: International Services, Western Illinois University, Macomb, Illinois 61455

TWO WEEK SPECIALS TO COSTA DEL SOL, SPAIN (SCS)

Code	Dates	Departures	Air	Land	Total Cost
SCS-1	June 25-July 9	Boston	$232.45	$190.55	$423
SCS-2	June 26-July 10	Dallas	$330.00	$195.00	$528
SCS-3	July 3-July 17	Detroit	$271.00	$182.00	$453
SCS-4	July 2-July 16	New York	$227.07	$180.93	$408
SCS-5	July 9-July 23	Philadelphia	$247.36	$150.64	$398
SCS-6	July 17-July 31	Chicago	$292.44	$160.56	$453
SCS-7	July 16-July 30	Washington, D.C.	$263.15	$144.85	$408
SCS-8	July 23-Aug. 6	New York	$227.07	$160.93	$388
SCS-9	July 31-Aug. 14	Cleveland	$270.14	$172.86	$443
SCS-10	July 30-Aug. 13	New York	$227.07	$180.93	$388
SCS-11	Aug. 13-Aug. 27	New York	$227.07	$160.93	$388

Single Supplement: $75

TOUR FEATURES:
- Round-trip transportation via Spantax jet
- Accommodations at La Colina apartment hotel, double occupancy, with air-conditioning, terrace and kitchenette
- Continental breakfast daily
- Welcome sangria party
- Half-day city sightseeing in Malaga
- Hospitality desk at notel
- Free tennis, beach, pool at hotel
- NEA representative at hotel
- Nightly dinner option at La Colina, only $69

Tours are costed on affinity charter basis, based on use of Spantax DC-8 jets, capacity of 253. Airfare portion subject to increase on pro rata basis should the number of passengers be fewer than 253. There is no administrative fee in the airfare portion.

RENDEZVOUS IN RIO (RBN)

We are pleased to repeat this exceptional tour to one of the most beautiful cities in the world. RIO DE JANEIRO, Brazil, is a gay and vibrant pearl-white metropolis on Guanabara Bay, sheltered by the peaks of soaring Sugar Loaf and Corcovado. Expansive beaches such as the Copacabana and Ipanema are famous in song and history, along with the city's charming colonial architecture and cosmopolitan culture. EXCITING RIO . . . glamorous heart of Brazil.

RBN-1 July 5-13, 1976 from Minneapolis and Chicago $664
RBN-2 July 12-20, 1976 from Boston and New York $626
RBN-3 July 19-27, 1976 from Philadelphia $564
RBN-4 July 26-Aug. 3, 1976 from Cleveland and Miami $629

Single Supplement: $98—No reduction for triple-occupancy or for children.

HIGHLIGHTS:
Half-day sightseeing tour of Rio by motorcoach with English-speaking guide. Welcome briefing and Batida cocktail on arrival. Visit to a gem-cutting factory. Hospitality desk throughout stay. A variety of OPTIONAL SIDE TOURS will be available at supplemental cost.

TOUR FEATURES:
- Round-trip transportation via Braniff International DC-8
- Seven nights, deluxe accommodations at the Rio-Inter-Continental Hotel
- Seven Brazilian breakfasts
- Round-trip airport/hotel transfers; porterage
- Taxes, service charges, and U. S. and Brazilian departure taxes

Transportation Cost Information: Air transportation will be via Braniff International DC-8 jet, affinity charter basis, with a capacity of 150 seats per flight. The price of this tour is constituted as follows:

RBN-1 air $460, land $204, total price $664
RBN-2 air $422, land $204, total price $626
RBN-3 air $360, land $204, total price $564
RBN-4 air $425, land $204, total price $629

No administrative fee is included in the airfare portion.

ORIENT HOLIDAY 1976 (OHN-OHC)

JAPAN, THAILAND, HONG KONG — 15 days, 13 nights

Tour	Dates	Departure point
OHN-1	June 30-July 14	Washington, D.C.
OHN-2	July 1-July 15	New York
OHN-3	July 6-July 20	Philadelphia
OHN-4	July 13-July 27	New York
OHN-5	July 20-Aug. 3	New York
OHN-6	July 26-Aug. 9	Chicago
OHN-7	July 27-Aug. 10	New York
OHN-8	Aug. 3-Aug. 17	New York
OHN-9	Aug. 9-Aug. 23	Baltimore
OHN-10	Aug. 17-Aug. 31	New York
OHC-1	July 12-July 26	San Francisco
OHC-2	July 22-Aug. 5	Los Angeles

$895 + 15% tax/service from East Coast and Midwest
$795 + 15% tax/service from West Coast

HIGHLIGHTS:
Welcome dinner at Japanese Garden Restaurant; half-day Tokyo sightseeing tour by air conditioned motorcoach; Floating Market tour by barge in Bangkok; welcome rum punch party upon arrival in Bangkok; New Territories tour in Hong Kong; complimentary flight bag and Traveler's Guidebook; Orient Holiday Hospitality Desk at all hotels; English-speaking guides throughout.

TOUR FEATURES:
- Round-trip jet transportation via Japan Airlines with gourmet meals and beverages at appropriate hours
- Deluxe accommodations in air-conditioned rooms with private bath, based on twin occupancy: 5 nights at New Otani (new tower) in Tokyo, 4 nights at Hyatt Rama Hotel in Bangkok, OR 2 nights at the Hyatt Rama plus 2 nights at the Hyatt Palace in Pattaya Beach, and 4 nights at the Western International Miramar (new wing) in Hong Kong
- Optional Dine-Around meal plan
- Transfers between airports and hotels
- All tips, taxes, and porterage for one medium-sized suitcase (44 lbs.)
- Local and extended excursions available on optional basis

Air/Land Cost Breakdown:
All transportation will be via Japan Airlines DC-8 jets, affinity charter basis, with a capacity of 152 seats. Land cost: $189.25, including tax/service. Air cost: $840. Total price $1029.25. Airfare is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity.

UNIFIED SPECIAL SERVICES
. . .We're listening.

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

ELIGIBILITY: Tours/flights with prices described as "based on charter," or "affinity charter," airfares require NEA membership of at least six months duration as of the date of departure. The spouse, dependent children who are above the junior level of high school, and parents residing in member's household are eligible to use the charter airfare and to use the group affinity airfare provided such household members are accompanied by the member. On certain tours/flights, such as Hawaii tours, children of all ages may participate. Tours with prices described as "GIT" are based on anticipated use of the group inclusive tour basing airfare which is available to 10 or more persons traveling together throughout and "GIT" tours are open to NEA members, their friends and relatives.

PRICES INCLUDE: Services of a group leader from point of origin to termination point of tour unless otherwise stated in the tour description; all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bed room at hotels; airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movement; certain taxes; and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE: Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges.

BAGGAGE: Porterage of one medium-sized suitcase per tour member is included in the price. Baggage allowance is 44 pounds on international tourist and economy-class service.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel. There will be a $15 per person cancellation fee on all reservations cancelled, regardless of reason. Additionally, other cancellation fees or penalties may apply, due to nonrefundable advance payment or commitments made by NEA Educational Travel to airlines, steamship companies, hotels, tour operators, etc. Refunds will be made in accordance with the amount of payment that NEA Educational Travel is able to recover on behalf of the participant(s).

APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL

Deposit of $200 per person is required for all tours. Make check payable to NEA Educational Travel.

Send application and deposit to:
Educational Travel — Room 402E
1201 16th Street, N.W.
Washington, D.C. 20036

There is a $15 per person cancellation fee on all reservations cancelled.

Please reserve____spaces on (code)____departing on (date)______

from (city)__________. Enclosed is deposit of $__________

NAME________________________________
(Give names and addresses of additional persons on a separate sheet)

ADDRESS________________________________

CITY______STATE____ZIP_____ Seating preference ☐ Smoking ☐ Non-smoking

Home phone________________Bus. phone________________

R 4-76

ACCIDENTS

CAN HAPPEN TO ANYONE.

AD&D Insurance Helps Ease the Financial Burden.

The financial burden of an accident resulting in death or dismemberment shouldn't be added to your family's problems. That's one good reason to have AD&D (accidental death and dismemberment) insurance, available through your Association in cooperation with the Prudential Insurance Company of America. For $19 per year, you and each member of your family who is an eligible dependent can be covered 24 hours a day at home, on the job, or anywhere in the world, regardless of how old you are or how many eligible dependents are included for coverage.

How AD&D Helps to Protect Your Dependents.

AD&D insurance is available to all Unified Members and their eligible dependents without medical examination for enrollment.

If your spouse is not already insured as an NEA member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and step-children who are dependent on you for support) are eligible, provided they are between the ages of 2 weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are 2 weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as NEA members, only one of you may include your children as dependents. Spouse and children who are insured under this program as NEA members are not eligible for coverage as dependents.

Your dependents coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue coverage until they are no longer eligible.

New Revised AD&D Benefits.

In order to keep up with inflation, your Association and Prudential have revised the AD&D benefits, effective October 1, 1975. The benefit payable to a member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000—$130,000 plus $50,000.

BENEFITS WILL BE PAID AS FOLLOWS

IF COVERAGE SELECTED IS FOR:	Accident occuring while a passenger on a public conveyance:	Any other accident:
Member only	$130,000*	$30,000
Member and eligible spouse	100,000* 30,000	20,000 10,000
Member and each eligible child	100,000* 30,000	20,000 10,000
Member, spouse and each eligible child	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described above.

Losses Covered By AD&D.

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year**(90 days for persons age 70 or over**) of the covered accident. Benefits are payable to you if living; otherwise to any beneficiary you name.

Optional Disability Coverage for $4 a Year.

Unified Members under age 60 are eligible for Optional Disability Benefits at an additional contribution of $4 a year. A benefit of $500 per month will be paid if you sustain accidental injury which results within 30 days in total disability. The injury must occur while you are insured for this benefit and before you attain age 60. The benefit will be payable after the twenty-sixth consecutive week of total disability.

Benefits are payable while you remain totally disabled, up to 10 years, or until attainment of age 65, whichever comes first.

To be considered totally disabled you must, as a result of the disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential from time to time as required.

Benefits are paid regardless of any coverage(s) you may have.

Exclusions:

Optional Disability Benefits are not paid until after the twenty-sixth consecutive week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.**

The program does not cover losses, or disability where applicable, resulting from: suicide, attempted suicide, intentionally self-inflicted injury, bodily or mental infirmity or disease, infection, war or any act of war, active duty in the military service, riding in races or testing automotive vehicles on a track or speedway, riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, it is being used for test or experimental purposes.

**Time limitations not applicable in Pennsylvania.

How to Enroll in the AD&D Insurance Program.

Fill out and mail the coupon below and return with your first annual contribution of $19 (or $23 if you elect to enroll for the Optional Disability Benefit).

Your insurance will become effective on receipt of your initial annual contribution and acceptance of your enrollment form by Prudential.

Underwritten by:

Prudential — The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES ...We're listening.

Policy Form ORD 70075 SERIAL U

Accidental Death & Dismemberment Program, P.O. Box 434, Fort Washington, Pa. 19034 R4-76

Statements By Member To Be Insured (Please print all answers)

NAME ______________________
Last First Middle Initial

DATE OF BIRTH: ______________
Mo. Day Year

RESIDENCE ______________________
Street

____
City State Zip Code

BENEFICIARY AND RELATIONSHIP ______________________
(example: Mary A. Doe, NOT Mrs. John Doe)

____
First Name Middle Initial Last Name Relationship

ARE YOU A UNIFIED MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60.

☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED: (please check one)

☐ Member only ☐ Member and each eligible child

☐ Member and spouse ☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by the Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______________________, 19____

SIGNATURE OF MEMBER ______________________

Make Check Payable to: NEA AD&D Insurance

Ident. No. Eff. Date Dep. Plan Code

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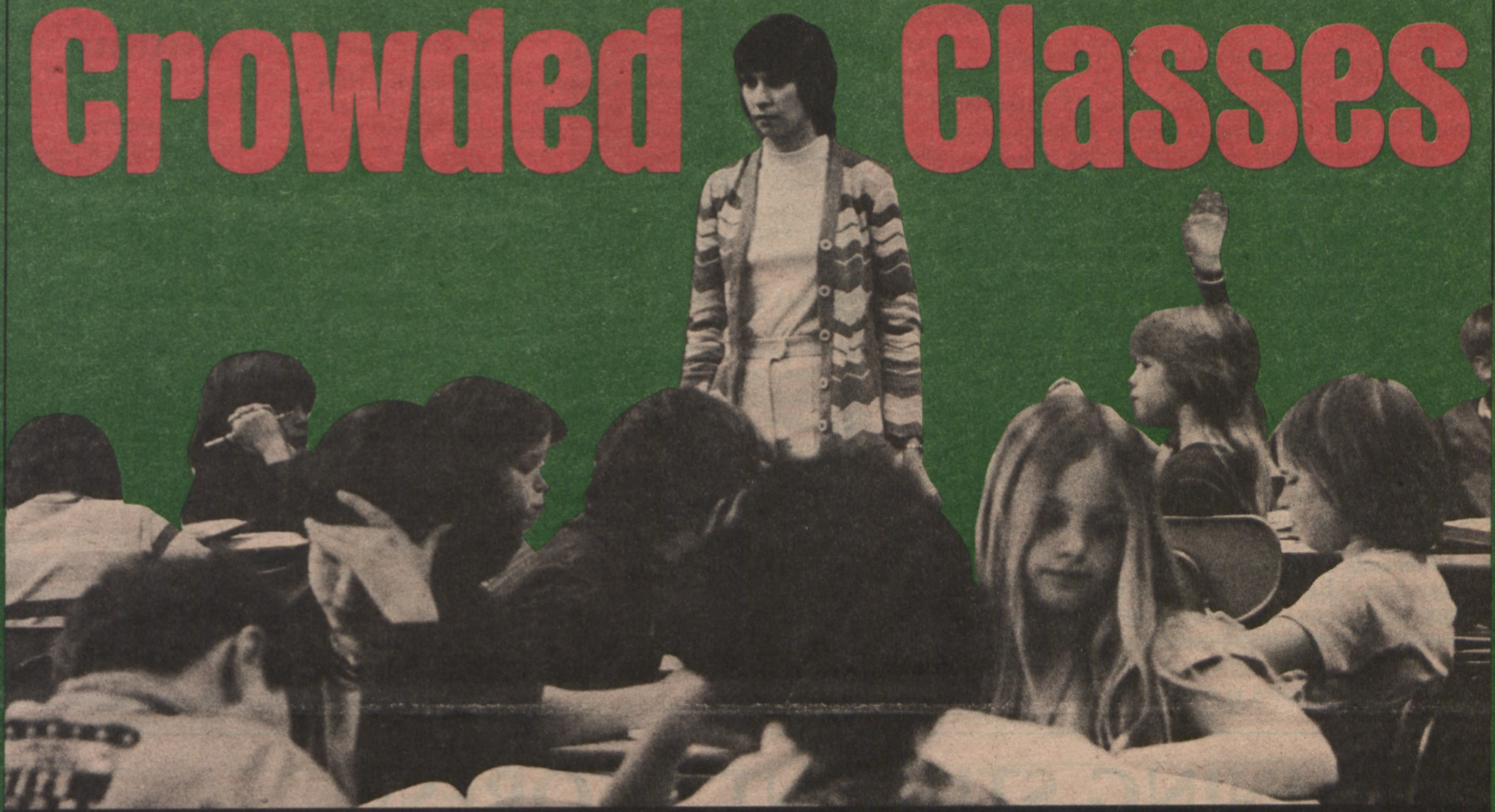
Crowded Classes



Teachers Tackle the Educational Epidemic of the 70's

• Too many kids crowded into cluttered classrooms. • Shoving, bumping, pushing, threatening eyes, and menacing challenges as uptight youngsters struggle through tense days. • Anger, frustration, anxiety as women and men trained to teach battle conditions that steal their skills. • Techniques abandoned. • Strategies discarded. • Problems in search of solutions. Waiting. Waiting. Waiting. Maybe tomorrow. Maybe the next day. Maybe never. • No time to teach. No time to learn. Budgets cut. Programs slashed. More and more kids shoved into smaller and smaller rooms. 25—30—35—40—Where will it end? When? • Crowded classes—the educational epidemic of the 1970's. Scholars trying to prove the number of kids in a class doesn't make a difference; others trying to prove it does. • All the while, the people who live it—the teachers who are supposed to teach and the kids who are supposed to learn—know the truth and struggle to survive.

• See pages 14-18 in this issue.

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NEA KICKS OFF ELECTION-YEAR DRIVE FOR LEGISLATIVE ACTION

WASHINGTON, D.C.—NEA has enlisted field and coalition support in a major drive to advance the Association's legislative goals for the 94th Congress. Front-burner issues in the early months of the second session have included:

- establishing education as a separate, priority function in the federal budget
- extending and improving vocational and higher education programs due to expire June 30
- including local school districts as recipients of general revenue sharing
- assuring continued progress toward equitable revision of the copyright law.

Teams of teacher representatives from 25 states visited Capitol Hill early this spring to canvass Representatives who sit on Congressional committees dealing with these issues, and NEA has been working with a coalition of Washington-based education groups in efforts to resolve controversial items in pending legislation that would amend and extend the vocational and higher education programs.

The drive for a separate budget category for education is linked to NEA's goal of one-third federal financing of public education. Under present arrangements, education is lumped together with manpower and social services—programs funded on an entitlement basis. This makes education vulnerable to cutting in the authorizing and appropriations processes.

The House and Senate Budget Committees are considering NEA's proposal to create a separate education category (effective in fiscal 1978), and are expected to increase education spending ceilings for fiscal 1977.

Ford Proposals Challenged

Meanwhile, NEA Vice-President Willard McGuire has testified before House and Senate Appropriations Committees, calling for substantial increases over fiscal 1976 levels for such key programs as ESEA Title I, the new consolidation programs created by the 1974 Education Amendments, bilingual education, programs for the handicapped, and federal impact aid. McGuire challenged the premises and validity of President Ford's proposal to consolidate 27 education programs under a single $3.3 billion authorization and said NEA would have its own proposal on reauthorization of programs, based on hard data, related to the effect of federal legislation at the local level. He said the NEA proposal would be presented to Congress well in advance of the 1978 expiration of ESEA.

In addition to budget and appropriations activity, NEA has been lobbying for an amendment to the General Revenue Sharing Law to provide for the participation of local school districts in the program. At the present time, NEA estimates that less than ten percent of all general revenue sharing funds are being spent for elementary and secondary education—primarily because of statutory restrictions on the use of money earmarked for local governments.

Copyright Revision

Revision of the obsolete 1909 copyright law is now under consideration by the House. In preliminary action, the Subcommittee on Courts, Civil Liberties, and Administration of Justice agreed to provisions allowing multiple copies for classroom use; making a distinction between commercial and nonprofit use; shifting the burden of proof of fair use in a lawsuit from the teacher to the publisher; and prohibiting any money penalty for an innocent infringement by a teacher. NEA is seeking to retain these provisions as the bill moves through the House and to conference with the Senate.

Collective Bargaining Legislation Pending

WASHINGTON, D.C.—NEA's proposed legislation to guarantee collective bargaining rights for teachers and other employees is still pending before the House Subcommittee on Labor-Management Relations. Hearings have been held, but further Congressional action is unlikely until the U.S. Supreme Court rules on a suit challenging the federal government's authority to regulate the relationship between state and local governments and their employees.

In the meantime, NEA and its affiliates are working with Congressional incumbents and candidates to develop support for the proposed law.

DECLINING STUDENT SCORES? DON'T BLAME TEACHERS, RYOR SAYS

DON'T BLAME TEACHERS for the decline in student performance, NEA President John Ryor said recently on National Public Radio. Lack of support and motivation in the homes and in the students themselves must be blamed, the NEA official said. Other panel members for the broadcast are U.S. Representatives Albert Quie (left) and John Brademas. Moderator is Grace Hechinger.

WASHINGTON, D.C.—Educators are tired of taking the blame for declining student performance when much of the root cause is lack of support and motivation in the homes and in the students themselves, NEA President John Ryor said at a recent National Town Meeting at the Kennedy Center here. The session was broadcast on National Public Radio throughout the country.

Ryor pointed out that unmotivated, apathetic, and hostile students who make little effort to learn and expect to be entertained cannot be held blameless while the accusing finger is pointed at schools. "Any teacher can tell you," he illustrated, "that a handful of such students in a classroom disrupts the educational process and leaves a teacher with little energy to do creative teaching. We must ask: Why are we seeing more of such students? And what is happening to families and homes in this era of increased mobility and single-parent split homes?"

National Town Meeting panelists, also including Rep. Albert Quie (R-Minn.), Rep. John Brademas (D-Ind.), and author-moderator Grace Hechinger, discussed "Education Today: How Relevant?"

Ryor also noted that education can not be discussed without examining the impact of television—"one of the most pervasive influences in contemporary life. But is there a town meeting on whether today's TV programming is relevant?" he questioned.

The NEA president observed that Americans want easy solutions to educational problems as well as to others. "The message carried over from TV advertising and programming is that problems can be easily solved in short order. Justice is confounded and vindicated, wars threatened and averted, and murders committed and solved all in 30 to 60 minutes . . . while ring-around-the-collar disappears in 60 seconds." He noted that this time-compressing medium has reshaped expectations and caused a decline in tolerance for complex, long-term solutions to social problems.

"In response to bitter realizations that Head Start programs could not deliver all projected dreams, that Ph.D.'s and diplomas do not guarantee jobs in today's economy, and that some standardized test scores have eroded from all-time highs in the different era of the 60's, it would be criminal in this Bicentennial year," charged Ryor, "to renege on our nation's educational commitments."

"If we as a society consider a relevant education as one designed only to satisfy our immediate needs, interests, and vocational preparation, then something is seriously wrong with our attitudes, because there are values in education which transcend these needs," Ryor said.

He termed a relevant education one which develops citizens capable of making decisions and of learning now and for a lifetime. "And," he pointed out, "you learn best how to learn by practicing learning. In this world of future shock when many of today's jobs will go the way of the blacksmith and the wagon wheel maker, being able to continue learning, growing, deciding, and changing is most important," he concluded.

Teacher Dollars, Teacher Power

A Statement by NEA President John Ryor

NEA policy calls for state affiliates to devise a plan to collect a $1 voluntary contribution from all members each membership year for NEA-PAC, the independent political action arm for NEA's 1.7 million members. This action was mandated by the 1973 NEA Representative Assembly to give impetus to NEA's political action program aimed at supporting Congressional candidates who endorse the broad legislative goals of NEA and its affiliates.

The two top NEA legislative priorities are: collective bargaining rights, guaranteed by federal law, for teachers and other public employees; and one-third federal funding of public elementary and secondary education.

In 1974, NEA-PAC dollars played a significant role in helping teachers to elect more than 130 pro-education House and Senate members who are now serving in the 94th Congress. Overall, NEA-PAC supported candidates who won in 250 of 310 contests—81 percent.

Teacher contributions to NEA-PAC came to some $250,000 in 1974—a good first step toward an effective long-range political action program. These NEA-PAC contributions represented a relatively modest investment, considering the performance of the pro-education 94th Congress. For example, in dollars alone, Congress saved more than a billion dollars for education by defeating Presidential vetoes of education appropriation and school lunch bills. This is in addition to rejection of rescissions of Congress-approved education funds.

But to hold on to the gains of yesterday while building for further legislative achievements tomorrow will require substantial additional NEA-PAC dollars in 1976 and in subsequent years.

That's why the NEA Board of Directors, in a February action recommended by the NEA-PAC Council, approved a three-point plan aimed at urging states with a relatively low yield of contributions to increase them to at least 80 percent of the state's potential. The Board's three-prong action:

- Requested state affiliates with contribution levels of less than 40 percent of membership to secure additional NEA-PAC contributions through fund-raising or other appropriate actions during the current membership year.
- Requested state affiliates with contribution levels of more than 40 percent, but less than 80 percent of membership, to review their collections and determine if additional fund raising is feasible during the current membership year.
- Requested state affiliates, using collection systems other than reverse checkoff and producing contribution levels representing less than 80 percent of membership, to adopt a reverse collection system for the 1976-77 membership year.

The Board's proposals are patterned after a 1973 Representative Assembly action which called on all states to set up a system to collect a $1 per-member political contribution via payroll deduction along with membership dues. Under this method, called "reverse checkoff," the member has the option of requesting a $1 refund of the NEA-PAC contribution.

So far, many states are using this system to support political action programs at both the national and state levels. The reverse checkoff has proven to be the most effective collection system—providing, in most states, more than 80 percent member participation.

The 1976 political year is bringing heavy demands for NEA-PAC funds. Teachers will be involved in a record number of House and Senate contests—upwards of 350. Further, there is unprecedented involvement in Presidential politics this year. Teachers are participating in the Presidential endorsement procedure for the first time as well as seeking delegate and policy-making committe seats at both major party political nominating conventions this summer.

NEA-PAC has budgeted a total of $730,000 for the crucial 1976 national elections. Many early endorsements of Congressional candidates have already been made. Many others will follow this spring and summer.

NEA-PAC is looking ahead to the national election of 1976 not only to secure teacher gains won in 1974, but to ensure even greater support for education in the 95th Congress beginning next January.

The flow of NEA-PAC dollars is essential to achieve maximum potential in all states.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

NEA Goals

I have been a member of NEA ever since I began to teach 26 years ago. At that time it was felt that there were benefits from membership in the organization.

The last issue of the REPORTER had nothing in it but charter flights, strikes, negotiations, law suits, political candidates promising flimsy aid in return for a vote, and a 5½" x 10" space for "Letters."

It would seem that if teachers and administrators spent as much of their time concerning themselves with children and a quality education for them, it would be a goal of real importance. And, if NEA gave some attention to helping teachers help children, it would serve a better purpose than it does presently.

Patsy Cox
South Amboy, N.J.

Right to Strike?

At this time, I am particularly interested in the enactment of a public employees' collective bargaining law. However, I think the hour has arrived when serious consideration must be given by our NEA Executive Committee, Board of Directors, and the Representative Assembly to amend the bill to eliminate the provision for the right to strike and to provide for binding arbitration once all other means of settling impasses have been utilized. In my contacts with many teachers both active and retired, with parents, other citizens, and with members of Congress, I find a growing acceptance and desire for this concept.

In my opinion the NEA could and should exert responsible leadership in this regard and thus take a giant step forward in restoring, strengthening, and improving confidence in teachers and in public education.

Surely this is an opportune time for serious and thoughtful consideration by our NEA officers and the Representative Assembly to initiate this concept which will help protect the public interest without infringing on the rights of our members who serve the public. Can we do less than recognize the interdependence within our own country during our Bicentennial when we recognize and support the realities of living in an interdependent world!

Corma A. Mowrey
NEA President 1950-51
NEA Staff 1959-72
Washington, D.C.

Mainstreaming and Class Size

The trend toward mainstreaming is a move in the right direction but Mr. Ryor is speaking the truth when he affirms, "A major danger concerns class size." In the ten years that I taught first grade I learned that, while many other factors are important if a child is to learn to read, class size is paramount.

Let's start with a class of thirty beginners. In order to provide individual attention it is customary to break down the class into, let us say, three groups with an average of ten pupils each.

Theoretically speaking, each group of ten children would receive reading instruction for 20 minutes—an average of 2 minutes per child. Practically we must deduct the time it takes for children to pass from seats to reading circle and back; time to pass Kleenex as needed; time to check up on any of the other 20 "seatwork" children who are out of line and making a disturbance; time to give additional instruction or clarification to "seatwork" children; time for unscheduled interruptions such as a child's illness or visitors to the classroom; or complete cancellation of the reading classes for a school assembly activity.

Less than—much less than—two minutes average per day for individual attention to each child in the reading class! Not much, is it?

The classroom teacher can use her ingenuity to solve many other problems that influence the child's learning but only the Administration and the public can reduce class size in order to give the teacher time in which to teach.

Mrs. Hazel Loring
Rochester, Minn.

Presidential Endorsement

I am deeply disturbed about [asking] delegates to endorse a 1976 Presidential candidate in the name of the NEA membership.

I am appalled that you actually consider endorsement by 10,000 delegates democratic. Endorsing a Presidential candidate may be democratic by union standards but certainly not by a group of educators who try to teach their students that one of our basic freedoms as Americans is our choice of candidates, and that no one can vote or represent us unless we choose.

If each of the 10,000 delegates votes for a candidate, he cannot possibly be expressing the choice of each person in his district. Therefore, the ultimate "endorsed candidate" cannot be everyone's candidate and should not be said to be NEA's choice.

I, along with 1.7 million other educators, *am* the NEA. Please don't presume to "endorse" my candidate.

Mrs. Mary Ann Harris
El Paso, Texas

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nea reporter
nea helping teachers teach

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John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Assistant Editor
Karen Sheppard
Assistant to the Editor

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MANY NEW YORK TEACHERS STAY WITH NEA

"New York teachers are unwilling to cut themselves off from the services and strength they shared with 1.7 million colleagues through NEA," says NYEA Acting Director Dan McKillip.

ALBANY, N.Y.—At press time, a total of 18 local associations in New York state had broken ranks with the AFT-affiliated New York State United Teachers to join the recently organized NEA state association, the New York Educators Association.

The Buffalo Teachers Federation and the Norwich Education Association were the first to vote to affiliate with NYEA. They were followed by Afton, Hammondsport, Greece, DeRuyter, Vestal, Ithaca, Waterloo, Cincinnatus, Trumansburg, Oneonta, Waverly, Salamanca, Andover, Southwestern, and two paraprofessional units.

Says Acting Director of Staff for NYEA, Dan McKillip, "The stream of locals voting affiliation with NYEA has reinforced our expectations that New York teachers would be unwilling to cut themselves off from the services and strength they shared with 1.7 million colleagues through NEA."

"They've clearly indicated they're tired of having their concerns shunted aside while NYSUT leaders play organizational power games," McKillip said.

Meanwhile, the weeks-old NYEA is already in the business of providing field service and legal defense for New York teachers whose rights have been violated.

Locals throughout the state are turning to the new NEA state association to handle grievances, arbitration, and negotiations. These cases were processed by NYSUT service centers prior to the March 5 vote to disaffiliate from NEA. In most situations, services are being provided by former NYSUT staff who have chosen to work for NYEA. NYEA's current caseload runs the gamut from improper practices and salary issues to class size and layoffs.

After New York State United Teachers voted to disaffiliate from NEA, NYSUT President Tom Hobart sent a memo to all state education associations about the action. This is how one state president, David McMahon of Michigan, responded to Hobart:

Tom, your letter is a classic example of the kind of provincial attitude and divisive tactic that has fostered dissent and recrimination within our profession for too long.

I understand your right to express your point of view. However, I want you to understand mine—clearly and concisely. NYSUT in general, and you in particular, do a great deal of talking about teacher "unity" and "standing together." But I must tell you that there is precious little of these organizational virtues evident in either your actions or your rhetoric. To give but one example: You continually deplore the NEA's "imposing" minority quotas on state and local associations. However, you conveniently omit acknowledging the fact that it was you personally, and the New York NEA convention delegates collectively, who pushed and lobbied the NEA convention to adopt the minority guarantee system in the first place.

Now, for purely political and organizational reasons, you and NYSUT have reversed your field and charged the NEA with cramming quotas down the throats of unsuspecting state associations. Not only is such a posture untenable, it is untruthful. . . .

In any event, it seems to me that the day of the organizational double standard must end. . . .

Tom, I too believe in strong state organizations. I also believe in strong locals. However, I also happen to believe in a strong national organization. No one level can function effectively without the other.

I believe you will rediscover that fact as you pursue your disaffiliated path.

Please refrain from sending me further clarifications of "lessons learned" by NYSUT. In fact, please remove my name from the NYSUT-AFT mailing list. I am hereby disaffiliating from your organizational propaganda.

INTERIM FINANCIAL REPORT TO NEA MEMBERS

John T. McGarigal
Secretary-Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
FEBRUARY 29, 1976

	GENERAL FUND	CAPITAL IMPROVEMENT FUND
ASSETS		
Cash	$ 210,439	
Short Term Investments	4,000,000	
Accounts Receivable:		
Membership dues	31,216,723	
Publication sales and advertising	208,959	
Notes Receivable from National Affiliates	211,000	
Due from Departments, National Affiliates and Associated Organizations	228,561	
Due from Special Purpose Funds	942,608	
Investments, at cost:		
Marketable Securities	231,586	
Pooled Investment Fund	1,910,408	
Reston Property	916,446	
NEA related corporations	30,000	
Other assets	544,674	
Fixed assets, at cost:		
Land		$ 2,024,692
Building		11,635,213
TOTAL ASSETS	$40,651,404	$13,659,905
LIABILITIES AND FUND BALANCES		
Accrued vacation and other benefits	$ 2,847,043	
Accounts payable and other liabilities	454,145	
Funds held for Departments, National Affiliates and Associated Organizations	330,916	
Funds held for Special Purposes	906,422	
TOTAL LIABILITIES	$ 4,538,526	
Fund Balances:		
Operating Surplus	$36,112,878	
Capital Improvement Fund		$13,659,905
TOTAL FUND BALANCES	36,112,878	13,659,905
TOTAL LIABILITIES AND FUND BALANCES	$40,651,404	$13,659,905

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES BY GOAL
FOR THE SIX MONTHS ENDED FEBRUARY 29, 1976

	ACTUAL	BUDGET
INCOME		
Membership dues	$44,965,328	$40,217,000
Advertising	383,285	500,000
Publication sales	263,589	350,000
Interest income	64,149	75,000
Fees and Services, principally from Affiliates and Other Organizations	321,554	500,000
Miscellaneous	(40,656)	100,000
	$45,957,249	$41,742,000
EXPENDITURES		
An Independent, United Teaching Organization	$ 2,464,257	$ 5,921,454
Professional Excellence	2,534,620	4,274,781
Economic and Professional Security for all Educators	2,195,941	4,040,378
Significant Legislative Support for Public Education	779,923	1,979,243
Human and Civil Rights in Education	1,577,384	3,427,175
Leadership in Solving Social Problems	86,137	193,165
Research	355,253	645,125
Communications	1,036,406	2,193,236
UniServ	4,681,959	8,948,818
Administration	1,268,410	2,932,808
Business and Financial Management	1,892,631	4,735,472
Governance	1,015,143	2,619,045
Miscellaneous	5,792	
	$19,893,856	$41,910,700
Excess of income over expenditures	$26,063,393	
Salaries and Benefits	$ 6,764,604	
Joint projects with State and Local Associations	6,359,039	
Travel	2,024,577	
Publication costs	1,933,315	
Office expenses (telephone, offices supplies, other)	884,333	
Administrative expenses (interest, insurance, rent, other)	375,912	
Outside services (legal, audit, consultants, other)	923,818	
Machine rental and repairs and materials and supplies	720,146	
Less recovery of costs	(91,888)	
TOTAL EXPENDITURES	$19,893,856	

STATEMENT OF SOURCES AND USES OF FUNDS
FOR THE SIX MONTHS ENDED FEBRUARY 29, 1976

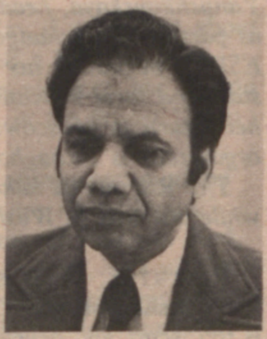
SOURCES OF FUNDS:		
Collection of Membership Dues Relating To:		
Fiscal Year 1975-76	$14,700,854	
Fiscal Years 1975 and Prior	5,487,933	
Notes Receivable from Prior Years	264,394	
Other Membership Receipts	26,924	$20,480,105
Publication Sales and Advertising		587,592
Proceeds from Matured Certificates of Deposit		3,000,000
Fees and Services for Affiliated and Associated Organizations, Special Projects and Outside Organizations		321,554
Interest on Membership Dues		64,149
Other		58,374
TOTAL SOURCES OF FUNDS		$24,511,774
USES OF FUNDS:		
Cash Disbursements for Budgeted Expenses		$20,781,095
Purchase Short Term Investments		4,000,000
Excess of Receipts Over Disbursements for Special Purpose Funds		783,915
Excess of Receipts Over Disbursements for Departments, National Affiliates and Associated Organizations		174,896
Indemnification Payments to States and Locals for Loss of Membership		558,217
Commissions and Production Charges for Advertising		56,893
TOTAL USES OF FUNDS		$26,355,016
Net Decrease in Cash for the Six Month Period		($ 1,843,242)
Cash Balance, August 31, 1975		2,053,681
Cash Balance, February 29, 1976		$ 210,439

NEA's DuShane Emergency Fund spends more than one million dollars a year to protect the rights of teachers and to extend laws that concern educators. Major areas of litigation include : procedural due process; freedom of expression, political activity, and association activity; academic freedom; sex discrimination; fair dismissal laws; race discrimination and faculty desegration; and reductions in force.

This page shows some recent examples of DuShane Fund support for teachers.

Standing Behind the Rights of Every Teacher

Harassment Ends for College Teacher



WASHINGTON, D.C.—As a result of a preliminary injunction issued by a court here, **Edgar F. Waldon** is now able to perform his teaching duties without harassment at Federal City College. Litigation on his behalf is financed by NEA's DuShane Emergency Fund.

In December 1975, the Superior Court of the District of Columbia ordered the chairperson of the Department of Communication Sciences, the coordinator of clinical services within the department, and other persons who acted in concert with the defendants, to be enjoined from refusing to furnish Waldon with keys to the college's speech and hearing clinic, from scheduling faculty meetings without giving Waldon reasonable notice, and from refusing to assign Waldon to faculty committees within the department.

In addition, the court ordered that records concerning charges previously lodged against Waldon must not be revealed to third parties. Waldon had been reappointed under a two-year contract last summer after successfully fighting an unfair dismissal based on unproven allegations of incompetence.

Back Pay Awarded to Math Teacher

NORTH CAROLINA — Teachers' property interest in continued employment was the issue in a back-pay award to former North Carolina mathematics teacher **Lyell Thomas.** The U.S. Court of Appeals for the Fourth Circuit awarded Thomas back wages from the date of an improper hearing—which resulted in termination—in June 1971 to that of a full court-ordered hearing before the school board in February 1973.

Backed by the North Carolina Association of Educators and NEA, Thomas' suit contended that although he had been granted a hearing, witnesses were not sworn in and he was neither able to confront nor to cross-examine hostile witnesses, including several students with discipline problems. The federal district court held that Thomas had been deprived of his interest in "de facto tenure" without due process and ordered the board to hold a second hearing.

Coach Wins Race Bias Case

NEW MEXICO—Willie Eugene Goldsmith, turned down last spring for a head football coach and physical education teacher's position at Albuquerque High School, won $1,000 in damages and first option for head coaching jobs in the city schools under a state Human Rights Commission decision.

NEA and the Albuquerque Classroom Teachers Association backed the black teacher in his charges of race bias against the school system which hired a white teacher who had a background in administration and who had been in and out of the teaching and coaching fields for three years.

Despite Goldsmith's superior qualifications, the principal failed to check with his current and past supervisors or students and colleagues. The commission said the principal did not intentionally or with ill-will discriminate against Goldsmith, but "factors constituted unequal treatment. . . . In addition, the emphasis given subjectively . . . to such non-job-related and non-validated factors as training in administration and guidance and counseling had the consequence or effect of discrimination in employment due to its disparate impact" on Goldsmith.

$208,000 Paid in Maternity Cases

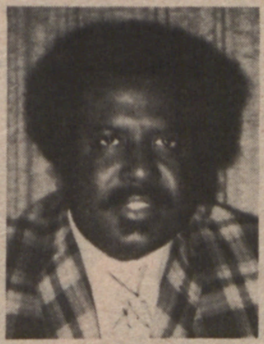
OKLAHOMA—In the largest financial settlement ever awarded in a forced maternity leave case, 56 Oklahoma teachers, forced to take three months' unpaid leave prior to and following childbirth, have been awarded more than $208,000 in back pay. NEA paid litigation costs.

U.S. District Judge Luther Eubanks further ordered the defendant Independent School District No. 89 of Oklahoma County to pay $60,000 for attorneys' fees in the class action suit, which was based on Title VII of the Civil Rights Act.

It was pointed out during the case that many tenured teachers—who were not allowed to use either annual or sick leave—lost their jobs as a result of the district's maternity policy because their positions were filled in their absence. The judge declared that back pay was proper because the policy directly resulted in economic loss to the teachers. He awarded damages on the basis of information from each individual teacher as to the number of day's pay lost compared to the time each would have chosen to stay out of work. The policy has since been dropped by the district.

Two landmark U.S. Supreme Court rulings striking down mandatory maternity leave were handed down in January 1974 in NEA-backed cases.

"Continued Employment" Right Upheld



SOUTH CAROLINA—Citing the rights of nontenured teachers and their "liberty" and "property" interests in continued employment, U.S. District Judge Charles Simons has ordered reinstatement and back pay for Orangeburg teacher **John Braye.** Litigation was financed by the South Carolina Education Association and NEA's DuShane Emergency Fund.

Noting the U.S. Supreme Court's *Roth* and *Sindermann* decisions, which held that under certain circumstances nontenured teachers possess "liberty" and "property" interests in continued employment and must be granted due process protection under the 14th Amendment, Judge Simons called for Braye's nonrenewal to be treated as null and void.

Braye, a 17-year teacher, had a "property" interest, the judge found, because he "was continuously offered a contract for several years by the district and was routinely offered a contract in March 1974, just two months, approximately, before his nonrenewal." The judge ordered retroactive reinstatement for 1974-75 and 1975-76 for purposes of seniority, retirement, salary increments, and related benefits.

Sex Bias Laws Tested

TEXAS — NEA, the Women's Equity Action League, the National Organization for Women, and other organizations joined forces with Texas teacher **Kay Whyburn** (left) and student Cynthia Buxton in challenging the federal government's failure to enforce laws barring sex bias. Specific defendants in the suit are the Department of Health, Education and Welfare (HEW) and the Department of Labor.

Kay Whyburn, a teacher in the North Forest Independent School District, Houston, Texas, had sought a promotion to administration position 5 in the district, but had been denied such promotion on the basis of sex. Males with less administrative experience were promoted to assistant principalships.

Cynthia Buxton, then a student at the Lanier Junior High School, Houston Independent School District, contended that volleyball was the only competitive sport for girls in her school and that equipment was inadequate and coaches untrained. Boys were offered substantially greater competitive athletic opportunities.

Pacifist Teacher Granted Certification

GEORGIA—The state of Georgia cannot deny a teaching certificate to an "outstanding" teacher merely because he refused on religious grounds to be inducted into military service during the Vietnam war, a federal court has ruled.

Weldon A. Lodwick was aided by NEA and the Georgia Association of Educators in his court challenge to the refusal of the Georgia State Board of Education to issue him a certificate. Lodwick alleged that he was denied the certificate solely because he did not contest a charge of failing to submit to military induction. A member of the United Presbyterian Church, he said he refused induction because he believed the Vietnam war was unjust.

The U.S. District Court in Atlanta ordered the state board to grant the teacher a certificate within 60 days. The board, the defendant in the suit filed by Lodwick in 1974, must pay legal costs.

People in the News

nea reporter INTERVIEWS

USSR's Teacher Union President

In the Soviet Union, public school teachers are members of the Educational and Scientific Workers Union (ESWU). Earlier this year, the president of ESWU, Tamara Yanushkovskaya, headed a delegation from her organization as part of an exchange of delegations between NEA and ESWU, beginning her visit at NEA Center. She also visited state and local education associations around the nation before her return to Moscow. NEA has relationships with teacher organizations throughout the world.

The REPORTER *talked to President Yanushkovskaya while she was in Washington, D.C.*

REPORTER: What is the general purpose of your visit?

Yanushkovskaya: The general purpose of my visit is to discuss and develop the relations between our organization and the National Education Association of the United States. Meetings with people, with the NEA representatives, schools, and places, will, I hope, help to enrich my knowledge about the organization and will help me to understand the aims of teachers in the United States.

REPORTER: It is my impression that relations between NEA and the ESWU are growing continually more cooperative. Do you think so?

Yanushkovskaya: Yes, they are becoming cooperative.

REPORTER: Do you think that teachers in the Soviet Union generally have a good opinion of U.S. teachers?

Yanushkovskaya: I think that it is an objective impression that they have.

REPORTER: Are delegations of American teachers welcome in the Soviet Union?

Yanushkovskaya: In 1975 we received delegations of teachers from the NEA. This year we arrived here, and next year we hope we shall again be receiving a delegation from NEA. And as far as teachers exchanges in general are concerned, it is carried out on a government-to-government level. Our Ministry of Education has contacts with the Office of Education in the United States, and we each periodically exchange teachers.

REPORTER: My impression, from a visit to the Soviet Union, was that if American teachers were to visit with Soviet teachers they would find they have a lot of common.* Do you think that is likely?

Yanushkovskaya: Yes, I think they would have that in any case. To further that goal, we established contacts with the Comparative Education Society of the United States, I should say, ten years ago. As a result, teachers now come to our country in big groups of 150 persons—teachers, university professors, and so on. They come twice a year and we meet them, we organize professional programs for them—visiting schools, meeting teachers, etc.

REPORTER: How similar or dissimilar are the roles of teachers in the Soviet Union and the United States? For example, how much input do USSR teachers have in social planning?

Yanushkovskaya: In the USSR, teachers represent an advanced guard, so to say, of intelligence. They participate directly in education policy. ESWU, together with teachers of course, elaborates its proposals to the annual five-year plan. And they are mostly taken into account in the draft or projection of the main directions of development of the next five-year plan. This draft was widely discussed in our country, including among teachers. And, on the 26th of January, a plenary session of the central committee of our trade union was held. Teachers representing all territories of the USSR are on it. The members of this group inform us of the trends in the discussions in their districts, and we generalize this information and then submit it to the directive bodies where all proposals concerning the draft are combined.

REPORTER: When Soviet teachers were having their discussions recently in preparation for input into the five-year

*REPORTER *Editor Marshall Donley toured schools and other Soviet institutions during a 1975 official visit.*

plan, what were their major concerns?

Yanushkovskaya: Well, teachers of course would like to improve, to strengthen, so to speak, the material base of the school. In our proposals it is envisaged that new school buildings will be constructed for seven million students. Also, we believe it is necessary to promote strengthening of the material base of rural schools. And this is reflected again in our proposals.

Reporter: Is this in line with the general move in the coming five-year plan toward more *quality* rather than *quantity?*

Yanushkovskaya: Yes, quality is predominant. Not only do we want to increase the number of classrooms, but we are concerned about equipping schools with new materials and technical equipment. And the process of improvement of textbooks will be going on. Some of our textbooks appear to be rather too difficult. Our task is—without lessening the level of knowledge—to make the textbooks more accessible to students.

Reporter: In the United States today if we talked about educational problems, we could rattle off a half dozen—discipline in the schools, drug problems, violence, etc. If you were to mention two or three problems in the Soviet Union schools today, what would they be?

Yanushkosvkaya: We cannot call the things you mention problems in our country because there are no problems with discipline, as such, or drug addiction, or violence. And, as a rule, foreigners who come to our country, and visit our schools, point out the high level of discipline in our schools. Some teachers have complained about insufficient time for class preparation—this question needs permanent attention. At the plenary session of the Central Union in 1974 we considered this question specifically, and of course, we cannot say that we settled all problems, for much depends on qualification of teachers—the less qualification, the more time a teacher needs for preparation. And evidently, we haven't yet solved the problem of reinforcing the new plans, textbooks, programs, with training of teachers in methods. So we are working now to raise the qualification of teachers.

Reporter: I had the impression from talking to teachers in the Soviet Union that the teacher's day is a relatively short one, and that they have plenty of vacation time. Is this true?

Yanushkovskaya: Yes, we think there is time enough for a teacher to go to a theatre, to a cinema, or to read books, to pay more time to development of his capabilities. There are no hours limiting how long teachers must stay each day in school. In Japan, I've been told, a teacher comes to school early in the morning and cannot leave until almost 6 p.m. That's not the case in our country. Teachers come to a school when they have lessons to give, according to the curriculum. The pay scale for teachers is based on 24 hours per week. It's a six-day week, so they might come every day for four hours a day—that's at the elementary level. Starting from the fourth grade, we have subject teaching, and the pay is calculated on the basis of 18 hours a week. According to his wish, a teacher may increase the number of hours he works. Proportionally, for extra pay.

We have recommended, together with the Education Ministry, that the work of teachers be arranged in such a way that he has one day during the work week free to arrange curricula. We recommend that they arrange it so that, for instance, on Monday teachers in math be free, on Tuesday teachers of literature be free, and so on. And during these days, districts could organize refresher courses. A teacher could come, listen to what is new in the subject, or just work with new manuals.

Reporter: And vacation time is generous?

Yanushkovskaya: The official vacation period, in summertime, is 48 working days, less Sundays. So it's two months. But, practically, for teachers in elementary levels it is three months. There is no teaching at this time, but there is some planning work. From the 1st of January to the 12th of January is also a vacation period, although teachers have method work to do and they plan.

Reporter: Do Soviet teachers have travel opportunities?

Yanushkovskaya: Teachers travel much in our country. They organize special trains for teachers, and trade unions partially take part in this by providing money—subsidizing it. So I would say that teachers travel much and they very seldom stay home during vacation periods.

Reporter: How does ESWU handle letters of complaint from teacher-members?

Yanushkovskaya: In our union we have no special division for letters. But the letters which we receive directly or which arrive to us from the *Teachers' Gazette* are considered either by the president or by secretaries, because correspondence comes through the leadership, through the management. And depending on the nature of the complaint, or question, we send the letter to that department.

Reporter: Suppose it were a serious complaint, and several teachers from the same school had complained?

Yanushkovskaya: Well, it depends on where this complaint gets to. If it comes to the trade union, a representative of the union will go to the place and inquire into the matter.

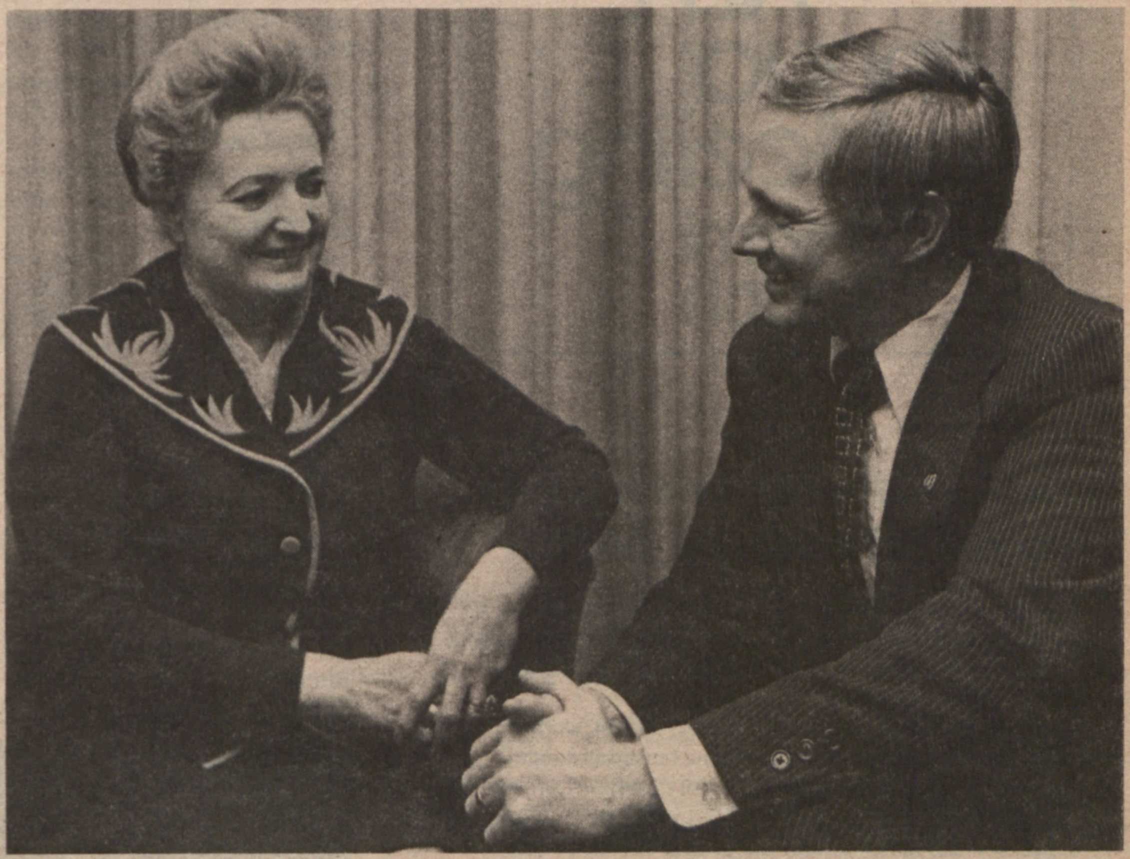
Reporter: What authority does the union have to correct, for example, an incompetent administrator in the schools?

Yanushkovskaya: The union can demand his dismissal.

Reporter: How would that be done?

Yanushkovskaya: A letter is sent to the Department of Public Education, to the branch of public education which appointed the director in the school. And, according to Soviet legislation, the demands of trade unions must be met.

USSR Teachers Union President Tamara Yanushkovskaya talks with NEA President John Ryor during her American visit. Cooperation between NEA and the Soviet teachers organization has been expanding.



NEA Annual Meeting Miami Beach

Resolutions for Action in Miami Beach

WASHINGTON, D.C. — NEA's 122-member Resolutions Committe met here March 18-20 to review the Association's 1975 resolutions and to discuss proposed 1976 resolutions.

The committee—with members from every state affiliate, Puerto Rico, and overseas — received information from several persons, including representatives of NEA Committees on Legislative Matters, Educational Finance, Teacher Benefits, and from the Student National Education Association.

Executive Director Terry Herndon spoke to the group and responded to questions on a variety of Association activities. In addition, the committee received a preliminary report on implementation of 1975 resolutions.

Chairperson Lois Tinson said that "it was particularly helpful to the committee to receive a first-hand report from Vice-President Willard H. McGuire, who highlighted the work of the Compliance Committee." Tinson reported that the committee acted on several proposals and deferred action on others, requesting that additional information be provided before the Miami annual meeting.

Delegates are urged to bring this issue of the NEA REPORTER to the Miami meeting. The preliminary report of NEA Resolutions will not be reproduced widely in any other form.

The proposed 1976 resolutions (which appear on the next five pages) may be changed and topics may be added in Miami.

"Members are urged to send comments on the preliminary report to the Resolutions Committee staff at NEA Center, so that the committee can consider them at its meeting just prior to the opening of the Miami meeting," Tinson said.

Continuing resolutions to be changed, edited, or deleted are starred, with the proposed resolutions preceding last year's version. A brief italicized description follows each recommended change in a continuing resolution. Following them are the proposed annual 1976 resolutions, under the appropriate goal.

LOIS TINSON GUIDES A SESSION OF NEA's 122-member Resolutions Committee. The committee reviewed the Association's 1975 resolutions and discussed proposals for the 1976 resolutions. The 1976 proposals appear on pages 9 through 13 of this issue of the REPORTER.

NEA Presidential Endorsement: Who Shall Receive a Ballot?

The Presidential Endorsement Procedure adopted by the 1974 NEA Representative Assembly provides that ballots shall be sent to duly elected delegates to the NEA Representative Assembly.

"Duly elected," for the purpose of this procedure, means a credentialed delegate, whether or not in attendance at the 1976 Representative Assembly, who represents an affiliate that is seated at the Representative Assembly. A successor delegate credentialed and seated at the Representative Assembly shall be mailed the ballot instead of the regular delegate who is replaced.

Bicentennial Ball Set for June 30

The President's Bicentennial Ball is scheduled for the evening of June 30 during the NEA Annual Meeting in Miami. Featuring the sounds of the Young Columbians and Lenny Dawson and his 20-piece orchestra, the ball takes place the night before the final day of the meeting.

The 18-voice Young Columbians are a singing group that gives American history a new look and sound with costumes, songs, and dances—taking the audience from Bunker Hill to Broadway.

At intermission time, NEA President John Ryor will present the NEA 1976 Special Bicentennial Awards.

Ball tickets are $15 each. A special advance rate of two tickets for $25 is available for those who reserve prior to June 15. The coupon below may be used for ticket orders. (Tickets will be mailed to the addresses of all who reserve on or before June 15.) *Check or money order must accompany ticket orders.*

ADVANCE TICKET RESERVATION FORM
THE PRESIDENT'S BICENTENNIAL BALL
THE FONTAINEBLEAU HOTEL

June 30, 1976
9:00 P.M.-2:00 A.M.

DONATION: $15.00 Single—BENEFIT NEA-PAC
"2 for $25.00" Special

Please mail __________ tickets.
Check enclosed __________.

Name ______________________________

Address ____________________________

Mail to:
OCCM-NEA (Room 406E),
1201 16th Street, N.W,
Washington, DC 20036

The Young Columbians will entertain during the President's Bicentennial Ball at the Miami Annual Meeting.

Taking the Kids to Miami? Let Us Take Care of Them

MIAMI BEACH, FLA.—A Children's Hospitality Center will be provided at the Miami Beach Convention Center to offer daily care and entertainment for children of NEA delegates. Supervised care and recreational activities will be arranged *at the Center* for children from three years (if toilet trained) between the hours of 8 a.m. and 5 p.m. June 26-30.

Service will be provided on July 1 if there is sufficient demand. Games, arts, crafts, film, TV, etc., will be arranged for the children by an experienced staff. Daily field trips from the Center will be provided for children aged *six* to *fifteen.*

A fee of $10 a day will be charged for children registering for supervised care and activities at the Convention Center. Parents enrolling two or more children would be charged a daily rate of $7.50. This fee would include a complete lunch and a morning and afternoon snack.

A fee of $10 will be charged for children registering for the field trips. For details, write the Office of Convention and Conference Management, at NEA Center.

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

NEA Annual Meeting Miami Beach

FOREWORD

The Constitution of the National Education Association states that the goals of the Association shall be the goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

"Resolution" is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

Resolutions of a more permanent nature are "continuing resolutions." The titles of these resolutions will be preceded by the goal letter and the appropriate number. Resolutions of immediate concern are "annual resolutions." Their titles will be preceded by the appropriate year and number.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(K) states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. NATIONAL ADVOCATE FOR EDUCATION

A-1. Educational Opportunity for All. The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States. The individual also must be free to choose, to supplement, or to substitute education in privately supported nonpublic schools.

A-2. Public Education. The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association.

***A-3. Schools in Crisis.** The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs.

Deleted last paragraph as new business.

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The Association directs its officers and staff to design action programs and seek necessary legislation and financial support to improve schools in crisis.

***A-4. Environmental Education.** The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education: (a), for use, stewardship, and preservation of a viable environment; (b), to eliminate pollution; (c), to promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival; and (d), to promote establishment of federal Wilderness Areas.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns.

Added last paragraph.

A-4. Environmental Education. The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education: (a), for use, stewardship, and preservation of a viable environment; (b), to eliminate pollution; (c), to promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival; and (d), to promote establishment of federal Wilderness Areas.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

A-5. United States Department of Education. The National Education Association urges the establishment of a cabinet-level U.S. Department of Education

A-6. Decentralization in Large Cities. The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state law, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city.

A-7. Public Understanding. The National Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems. It also recognizes the responsibility to publicize adverse educational conditions and to support associations in attempts to improve conditions in their districts.

The Association also believes that there must be a representative, nonpartisan board of education in each school district, which also has a responsibility to promote public understanding of the schools.

A-8. Mass Media. The National Education Association recognizes the total educative effect of the communications media whose obligation should be to provide full, constructive, and accurate presentations. It notes the progress that is being made to improve such programs and materials.

The Association recommends that educators, in cooperation with parents and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers.

A-9. Organizations of Other Nations. The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations.

76-1. Deleterious Programs. The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching profession: performance contracting, voucher plans, and evaluations by private, profit-making groups.

The Association also believes that management by objective systems, and tax credit and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching profession to prevent such abuses.

76-2. World Peace. The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs that foster the types of education, including the study of additional languages, and good will that promote the ideals of peace, freedom, and human dignity.

76-3. Cable Television. The National Education Association believes that expanding cable television (CATV) technology should provide telecommunications services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

76-4. Federal Support for Public Welfare. The National Education Association believes that the cost of public welfare should be assumed by the federal government and that the federal welfare program should be based on standards of human dignity.

76-5. Planned Program Budgeting Systems. The National Education Association believes that planned program budgeting systems (PPBS) are often used in a deleterious manner as vehicles for the introduction of sital, de facto, performance contracting or for the implementation of plans for holding teachers accountable without permitting them to share in the process of educational decision making.

The Association urges that no PPBS plan be undertaken or continued unless local affiliates are full partners in the study of the PPBS plans and in the design, authorization, implementation, and evaluation of adopted plans.

The Association is aware of the misuse of PPBS plans and will assist its affiliates in correcting such abuses.

76-6. Public Broadcasting Services and National Public Radio. The National Education Association believes that Public Broadcasting Services (PBS television) and National Public Radio (NPR) can have a positive impact on the educational process. The Association urges its affiliates to become involved in the producing, programming, and utilization of PBS and NPR broadcasts. The Association urges the enactment of legislation that provides financial support for public broadcasting.

76-7. Voucher Plans. The National Education Association believes that voucher plans under which education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting voucher feasibility studies and the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation.

76-8. World Hunger. The National Education Association recognizes the extensive suffering and death that plague humankind as the result of mass malnutrition and starvation and deplores those conditions that result in the gross inequities of the distribution of present food supplies.

The Association endorses the resolution of the World Food Conference by the U.N. General Assembly "that all governments should accept the removal of the scourge of hunger and malnutrition . . . as the objective of the international community as a whole . . ." The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production.

The Association believes educators must teach the facts of world hunger and malnutrition and help students develop the capacity and the commitment to resolve these problems.

76-9. Urban Development. The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools.

76-10. Energy Crisis. The National Education Association believes that, in the process of adjusting to new limits on national energy resources, a priority rating for schools as energy consumers must be secured.

76-11. Rural Education. The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas.

The Association recognizes that consolidation of rural school districts may have a negative impact and is not necessarily an answer to rural educational problems.

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction. The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school.

The Association endorses affirmative action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials, and insist that pub-

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(Continued)

lishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials, and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

***B-2. Bilingual-Multicultural Education.** The National Education Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual-multicultural education according to educational need.

The Association believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association also believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association urges that bilingual-multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

Third paragraph is new.

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The Association urges that bilingual-multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

B-3. Health of Children. The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote educational programs for parents to improve home atmosphere.

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements.

c. Provide special preventive services in the schools to detect impending difficulties early.

d. Improve educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good health.

e. Strengthen and improve the enforcement of child abuse laws.

f. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.

g. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children.

B-4. Pupil Personnel Services. The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, health, speech, and psychological services, be increased, and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the elementary level, since behavioral and attitudinal patterns are established at an early age.

B-5. Conversion to the Metric System. The National Education Association believes that a carefully planned effort to convert to the International System of Units (SI metric system) is essential to the future of American industrial and technological development and to the evolution of effective world communication. It supports federal legislation that would facilitate such a conversion.

The Association urges that the SI metric system of weights and measures be taught at all educational levels to assure the orderly transition to the use of the SI metric system as a primary system.

B-6. Basic Financial Support. The National Education Association believes that to achieve the Association's commitment to equal educational opportunity, and to assure fair tax practices for all citizens public education must be supported from public tax sources in accordance with the following principles:

a. The federal share of financing public education must be at least one-third the total cost.

b. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

c. Restrictive limits must not be imposed on school budgets and long-term borrowing.

d. The amount of federal and state support must be generally predictable for long-range planning and be specifically predictable for year-to-year planning.

e. Support programs must make adequate provision for research and development, and for promoting improvements in educational practice.

f. Local governing boards must be fiscally independent.

g. A process of continuing tax revision must be established at all levels of government.

h. The process of tax administration must be subject to continuing review.

B-7. Federal Support of Public Education. The National Education Association seeks general federal support for the whole of public elementary and secondary education. It believes that federal monies must be expended solely for public education. It seeks federal support in line with the following principles:

a. The federal share of the costs of public elementary and secondary education must be at least one-third.

b. Federal funds must be allocated without federal control for expenditure and be suballocated by state education agencies.

c. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

d. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

e. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students.

B-8. Education in Correctional and Rehabilitation Agencies. The National Education Association will provide legislative and professional support to its members teaching in federal, state, and local correctional and rehabilitation institutions, in hospitals, and in other custodial agencies. The Association will assist its members in improving the standards of instruction in these institutions.

B-9. American Indian Education. The National Education Association recognizes that the complexity and diversity of needs of American Indian children require the direct involvement of Indian parents, Indian teachers, tribal leaders, and other Indian groups in developing adequate and equal educational programs which preserve the rich heritage of Indian culture.

The Association insists that federal funding for Indian education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by Indians and insists that such programs be voluntary. The Association opposes termination of federal support for Indians either as a direct or indirect result of efforts to extend Indian self-determination.

The Association recommends subsidization of free tuition for Indian students in state colleges and universities, extension of scholarships in graduate as well as undergraduate education, and Indian involvement in developing multicultural learning centers at higher education institutions.

Was 75-12; deleted third paragraph of 75-12 as new business.

76-12. Sex Education. The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and venereal disease.

76-13. Drug Dependency. The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws and improve the drug rehabilitation program.

The Association discourages the use of marijuana and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Penalties for private possession and use should be less stringent.

76-14. Vocational, Adult and Career Education. The National Education Association believes that preparation of children for careers, vocations, and productive jobs should be a basic policy of education. Educational programs should be developed for all children which will assure equal opportunity for career and occupational development. A continuing program for training, retraining, advancement, and promotion should be provided to out-of-school youth and adults.

The Association also believes a goal of education is to provide all individuals, preschool through adulthood, an opportunity to become effective, productive citizens. The career education concept must be interwoven into the total educational system to achieve this goal. The Association supports vocational and technical education as a major component of career education, preceded by programs in awareness and exploration to aid the student in career course selection, and further supports incorporation of these components into traditionally academic courses.

The Association will seek legislation to provide a comprehensive national manpower development policy, as the basic foundation for vocational, adult, and career education, with appropriate funding to provide instruction and practice in the Practical Arts and Sciences and Adult Basic Education to a minimum of eighth grade competence, and to improve the presently inadequate and underfinanced programs and facilities. The Association supports legislation to provide open funding of stipend education to migrant families through any local manpower office according to need. The Association supports legislation to provide total funding of Adult Basic Education for migrants in any state. It will also assist its affiliates in implementing similar programs and legislation.

76-15. Career Education. The National Education Association believes that a goal of public education is to provide all individuals, pre-school through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching profession should be encouraged to provide inservice experiences and released-time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs.

76-16. Chicano Self-Determination in Education. The National Education Association recognizes that the complexity and diversity of needs of Chicano children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling Chicano students, the Association urges the employment of bilingual visiting teachers and counselors to meet Chicano student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of Chicano children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural (including language) characteristics of Chicano children regardless of the availability of federal funds.

76-17. Student Rights and Responsibilities. The National Education Association believes that basic student rights include: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination and the right to equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility.

76-18. Discipline. The National Education Association believes that an atmosphere of discipline is essential to promoting optimum learning in the school. The Association recognizes the concern for the discipline problem.

The Association believes that local affiliates should negotiate a process whereby administrators, teachers, parents, and students will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior. It encourages its affiliates to negotiate for services supportive of the classroom teacher.

Local affiliates should consider the development of public alternative schools or programs different from the traditional pattern and should work for community acceptance of varied educational methods.

The Association acknowledges the need for research which will identify effective discipline techniques. This research should serve as the basis for guidelines for publication.

The Association supports student and teacher rights and responsibilities in the education process. It supports legislation that will provide for disciplinary procedures within the education process that not only protect the student's right to a fair hearing but will also provide the classroom teacher with the authority to maintain internal classroom management. The Association will work for court decisions that will support the teacher's right to have control of the education process of the classroom.

76-19. Exceptional Student Needs. The National Education Association recognizes that there must be increased development of educational programs to meet the needs of several groups of students. Among these groups are: displaced students of desegregated districts; pushouts; the disruptive student; the disabled reader; the physically handicapped, including the sensory impaired; the gifted and creative; the low ability; and those who do not qualify or have no desire to pursue a college program.

The Association urges increased support for the identification of these students, multisensory in-service training of educators, and provision for development of programs at the local, state and national levels. The Association further supports the effort of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas.

76-20. Early Childhood Programs. The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities and the poor in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states, and objects to federal government intervention in the credentialing process.

The National Education Association urges its affiliates to seek legislation that would insure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of fully funded kindergarten programs in all states.

76-21. The Sensory Impaired Student. The National Education Association recognizes that sensory impaired children have not been fully integrated into the public schools. The Association urges that comprehensive communications programs be established within the school for teaching the sensory impaired. It recommends that the necessary equipment and specialized personnel be provided and that such programs be funded at the state level.

The Association will seek legislation to provide programs and funding which will guarantee sensory impaired students the right to a free public school education.

76-22. Communication with the Deaf. The National Education Association believes that the lack of communications between the hearing and the deaf has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that total communication techniques be included in programs for hearing students in kindergarten through adult education.

The Association urges all schools and other community organizations to actively encourage the participation of deaf children and adults in their regular programs. The Association shall encourage federal, state, and local governments to expand their programs for more complete integration of the deaf into our society.

76-23. Child Abuse. The National Education Association believes that all children should be protected from child abuse and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching profession should cooperate with community organizations to increase public awareness and understanding of child abuse.

The Association urges its affiliates to seek the enactment of state and local legislation that would (a) provide educators reporting suspected child abuse immunity from legal action, (b) require educators to report to the appropriate authorities instances of suspected child abuse, and (c) provide for protection of children from other children.

76-24. Federal Impacted Aid. The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

76-25. Youth in Detention Centers. The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youth must be prepared to provide instruction in life skills and learning skills.

76-26. Extracurricular Funding. The National Education Association believes that at all educational levels students who wish to participate in athletic programs and students who prefer to participate in other types of extracurricular programs must have equal opportunity to participate in funded extracurricular

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(Continued)

activities.

The Association urges that funds for extracurricular activities, including funds allocated for facilities, equipment, and remuneration of staff, be equitably allocated between athletic and nonathletic extracurricular programs.

76-27. Mainstreaming. The National Education Association will support the idea of mainstreaming handicapped students. It recognizes the additional problems created by mainstreaming and will support the program only when:

a. It provides a favorable learning experience both for handicapped and for regular students.

b. Regular and special teachers and administrators share equally in its planning and implementation.

c. Regular and special teachers are prepared for these roles.

d. Appropriate instructional materials, supportive services, and pupil personnel services are provided for the teacher and the handicapped student.

e. Modifications are made in class size, scheduling, and curriculum design to accommodate the shifting demands that mainstreaming creates.

f. There is a systematic evaluation and reporting of program developments.

g. Adequate additional funding and resources are provided for mainstreaming and are used exclusively for that purpose.

h. Staff reduction does not result from mainstreaming.

76-28. Migrant Workers. The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to insure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state that has migrant children in its school system.

76-29. Financial Crisis. The National Education Association believes that free public education is in a financial crisis due to mounting inflation and/or declining enrollment. The united teaching profession seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

76-30. Refugee Education. The National Education Association urges that the federal government assume the financial responsibilities for educating refugees. The federal government should make funds available to school districts according to need for the implementation of educational programs designed to educate the child refugee to live and work in an English speaking society.

76-31. Federally Funded Instructional Programs. The National Education Association believes that when federal funds are to be used on a local level for specific instructional programs, the recognized bargaining agent must be involved in the development of such programs and must approve such programs prior to implementation.

76-32. Role of American Labor. The National Education Association encourages the inclusion of the role of unions in the social studies curriculum. It seeks the adoption of textbooks that depict the role of American labor in the development of our free institutions.

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position. The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity.

***C-2. Evaluation and Subjective Ratings.** The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and school board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to:

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for inservice work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association believes that examinations such as the National Teacher Examination must not be used as a condition of employment or a method for evaluating educators nor should the evaluation of students taking assessment tests be used for purposes such as salary, tenure, retention, or promotion.

Deleted "c" and relettered.

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a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Evaluation by peers skilled in the teacher's professional or subject area and selected from a list established by the local affiliate.

d. Tenure in public higher education not restricted by numerical or arbitrary quotas.

e. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

f. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.

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***C-3. Accreditation of Teacher Preparation Institutions.** The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national non-governmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function.

Added concept of students in 2nd paragraph.

C-3. Accreditation of Teacher Preparation Institutions. The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national non-government agency perform this function.

The national agency must be broadly representative of the teaching profession and must include equitable representation of K-12 teachers in all matters of policy and function.

C-4. Time To Teach. The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period, time for planning and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. The ratio of the professional personnel serving students should be at least 60 professional staff members per 1,000 students, not including paraprofessionals.

76-33. Teacher Education. The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession.

b. Critically assess current college and university programs of teacher education and make specific recommendations for changes.

c. Support inclusion of training in the dynamics of intergroup communication and human relations courses in requirements for certification and the provision for in-service workshops in these areas for experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Develop guidelines for qualifications of cooperating teachers and college coordinators of student teachers.

f. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teachers organizations.

g. Support the teaching of methods courses by teachers currently employed in elementary and secondary schools.

h. Support requirements in state certification standards for specific course work in reading instruction.

i. Formulate standards for school systems receiving student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

j. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.

k. Take immediate steps to improve the selection of persons entering the profession through more effective screening of applicants for the preprofessional practicum.

l. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

m. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.

76-34. Continuing Education. The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including in-service and the concept of centers governed by teachers representing their bargaining units and/or local professional organizations.

The Association believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have a decisive voice at every stage of planning, implementation, and evaluation.

76-35. Competency-Based Programs. The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for pre- and in-service teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence that reduce the process of teaching to mechanical, nonprofessional acts, or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented that do not first provide for carefully controlled research and development to assure validity and reliability which indicate that such programs are an improvement over present programs. Teachers must be involved in such research and development.

76-36. Teacher Exchange Programs. The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary exchange teacher programs among the states, schools of federal agencies within and outside the United States, and abroad.

D. RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Paraprofessionals and Auxiliary Personnel. The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the recruitment, orientation, and training of paraprofessional and auxiliary personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of paraprofessional and auxiliary personnel as an excuse to increase class size.

The Association condemns the practice of assigning paraprofessionals who hold teaching certificates to professional assignments without changing their status on salary schedules commensurate with the new assignment. The Association urges its local affiliates to negotiate for the payment of the appropriate professional salary to paraprofessionals holding teacher certificates during the time they may be assigned professional duties.

D-2. Selection of Materials and Teaching Techniques. The National Education Association believes that decision on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials.

D-3. Cultural Diversity in Instructional Materials and Processes. The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their lifestyles, but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present and future educational processes.

D-4. Academic Freedom. The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

76-37. Sexism in Education. The

National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray women and men in sex-stereotyped roles. It urges educators to use those instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Physical Environment for Learning. The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety to serve all students.

E-2. Professional Salaries. The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra duty pay.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels.

***E-3. Tax Deductions for Professional Expenses.** The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel when they satisfy employers' requirements for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home.

Added last phrase.

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***E-4. Teacher Retirement.** The National Education Association shall provide leadership in teacher retirement and believes that a retirement program for teachers includes—

a. Soundly financed retirement systems.

b. Benefits, after 20 years of service, from state and local systems of at least 50 percent of the highest single year's rate of salary; eligibility for disability after 5 years of service.

c. Early retirement, with a reduced benefit at age 50 with 20 years of creditable service; normal retirement, with an unreduced benefit, at age 55 with 25 years of creditable service; or normal retirement at any age with 30 years of creditable service; retirement shall be voluntary under the above provisions.

d. Full vesting in state and local systems after not more than 5 years of service and provisions granting teachers the opportunity to equitably purchase at least 10 years of lost out-of-state teaching credits.

e. Automatic cost-of-living benefits to retirants and beneficiaries in local, state, and national systems.

f. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. The Association urges its affiliates to support state statutes compatible with the proposed Federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and pledges its assistance in preparing and promoting such legislation.

g. Full federal funding and equitable administration in the granting of teacher retirement credit for military service.

h. Benefit provisions in all systems which do not discriminate on the basis of sex or marital status.

i. Opportunity to purchase retirement service credit for periods of maternity or paternity leave.

j. Retirement credit for unused sick leave.

k. Social Security where desired by eligible teachers and providing that teachers are notified in advance if a governmental unit plans to terminate coverage; a method permitting terminated employees to re-enter the system; retirement benefits not reduced by some part or all of a teacher's social security benefits. The Association believes the retirement age under social security should be reduced.

l. Pre-retirement counseling.

m. Retirement housing facilities for teachers.

n. Teachers' contributions and benefits that are not subject to federal income taxation.

o. Annual financial statement distributed to all members.

Revised "c" and "e."

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b. Benefits, after 20 years of service, from state and local systems of at least 50 percent of the highest single year's rate of salary; eligibility for disability after 5 years of service.

c. Full retirement benefits at age 55 or after 30 years' service.

d. Full vesting in state and local systems after not more than 5 years of service and provisions granting teachers the opportunity to equitably purchase at least 10 years of lost out-of-state teaching credits.

e. Automatic cost-of-living benefits in local, state, and national systems.

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E-5. Nondiscriminatory Personnel Policies. The National Education Association believes that personnel policies and practices must guarantee that no person employed, retained, paid, dismissed, or demoted because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges governing boards to employ minority persons and women at all administrative levels.

It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination.

***E-6. Collective Bargaining and Grievance Procedures.** The National Education Association believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts.

The Association seeks the enactment of a federal collective bargaining law. Affiliates are urged to seek state bargaining legislation as a supportive measure to the achievement of the federal statute.

Changed professional negotiation to collective bargaining.

E-6. Professional Negotiation and Grievance Procedures. The National Education Association believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

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The Association seeks the enactment of a federal professional negotiation law. Affiliates are urged to seek state negotiation legislation as a supportive measure to the achievement of the federal statute.

E-7. Written Personnel Policies. The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and boards of education. The Association further insists on a cooperative annual review for improvement of the personnel policies. Where it exists, improvements will be made through the negotiation process.

E-8. Continuing Employment and Fair Dismissal Practices. The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that provisions in federal and state laws and master contracts must afford educators, before demotion, dismissal, or nonrenewal of contract for good and just cause, the following:

a. Timely and adequate notice of hearing, including a statement of charges.

b. A fair hearing with opportunity to confront and cross-examine witnesses and to present argument and evidence in defense.

c. Representation by legal counsel.

d. A decision based upon the evidence adduced at the hearing, with a statement of the reasons for the decision and evidence relied upon by an impartial decision maker.

The Association urges its affiliates to seek the inclusion of these provisions in federal and state laws and master contracts and will support its affiliates in such efforts.

The Association opposes tenure quotas.

E-9. Privileged Communications. The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching profession to seek legislation that provides this privilege and protects both educators and students.

***E-10. Fringe Benefits.** The National Education Association believes that to attract and retain competent staff, school systems must provide fringe benefits to ensure the personal welfare of school personnel and their dependents.

Revised to update.

E-10. Fringe Benefits. The National Education Association believes that to attract and retain competent staff, school systems must provide fringe benefits comparable to those of other professions and occupations requiring similar preparation and responsibility. These programs should include the items recommended in the Association's guidelines for fringe benefits.

***E-11. Strikes.** The National Education Association believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, political action, and strike if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and co-curricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association also believes that when a teacher picket line is established by the authorized bargaining unit, crossing it is strikebreaking and unprofessional and jeopardizes the welfare of teachers and the educational process. The Association denounces the practice of keeping schools open during a strike.

The Association condemns the use of the *ex parte* injunction, the jailing of teachers, excessive bail, and fines in school work stoppages. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

Added new concept in last paragraph.

E-11. Strike. The National Education Association believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

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76-38. Salary Goals. The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within ten years of faculty experience.

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum.

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement.

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service.

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service.

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

k. Assure that salary paid for summer, continuing education programs, and extended contracts is not less than the rate for regular contract pay.

l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

m. Be developed through the process of professional negotiation.

n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility.

o. Provide a starting salary of $15,000 for a qualified beginning teacher with a bachelor's degree and advance to $34,500 with a master's degree or equivalency within 10 years.

p. Include a cost of living adjustment, based upon consumer price index, which is in addition to regular pay scale and payable to the employee.

The Association further urges its affiliates to seek repeal of laws limiting maximum salaries for educators.

76-39. Access to Copyrighted Instructional Materials. The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights — the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law include an expanded "not-for-profit" clause coupled with a fair use provision to guarantee to teachers and educational institutions use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology.

The Association further insists that the duration of copyright not be extended beyond the present term of 28 years with a 28-year renewal period.

76-40. Accountability and Assessment. The National Education Association recognizes that the term "accountability," as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon:

a. A critical examination of the effects of use of behavioral objectives.

b. The identification of areas where behavioral objectives are useful but not harmful.

c. The acceptance of alternative statements of objectives.

d. Recognition that evidence of learning is not always available upon request or demand.

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population.

76-41. Recording Devices in Schools. The National Education encourages the creative and innovative use of television, video tapes, and audio tape recording devices for improving instruction and for self-evaluation of professional competence.

The Association insists that the recording of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording must have the educator's permission.

76-42. Differentiated Staffing. The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless (a) local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing; (b) the responsibilities of certificated and non-certificated staff are defined by certificated staff; (c) the community is kept informed and its cooperation sought; and (d) funding is at a level to ensure the

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(Continued)

maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse.

76-43. Education in Bureau of Indian Affairs. The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators.

76-44. Protection of Educators. The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property, and that provide reimbursement for loss.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools.

76-45. Employment in Overseas Dependents Schools. The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with the Association's established policies and the guidelines of the Department of Defense for stateside recruitment of overseas teachers.

The Association urges the Department of Defense to discontinue staffing overseas dependents schools with teachers on a temporary basis.

The Association believes that full rights and benefits should be provided to teachers who are employed overseas locally in emergencies.

76-46. Unemployment Compensation. The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels.

76-47. Assignment of Substitutes. The National Education Association condemns the practice of assigning substitute teachers to regular teacher positions. Such positions should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district.

76-48. The Extended School Year. The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of the extended school year. Policies governing the extended school year must be in accordance with the Association's principles for professional salaries and class size.

76-49. Underutilization of Teachers. The National Education Association condemns the underutilization of teachers in the nation's schools which has resulted in unemployment among professional educators at a time when the need for intensifying public education and re-education has reached crisis proportions.

76-50. Staff Retention. The National Education Association urges its affiliates to negotiate in master contracts criteria to be utilized should reduction in force occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action.

76-51. Right to Privacy. The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include:

a. The right to access to materials in personnel files which include being provided a list of all records maintained by an educational institution, being able to inspect and review such records, obtaining copies of records, explanations and interpretations of such records, and a record of past accesses.

b. The right to access to records, to respond to any record, and to challenge records through formal or informal hearings.

c. The right to provide or withhold consent on the release of such records including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials.

d. The right to notification and enforcement of these rights by educational institutions.

76-52. Educators and National Service. The National Education Association believes that an educator whose career is interrupted because he or she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement.

76-53. Social Security. The National Education Association supports legislation for reform of the social security laws to eliminate discrimination based on sex or marital status.

76-54. Protection of Retirement System Assets and Earned Benefits. The National Education Association believes that retirement system assets can be invested in all types of investments considering probable income equally with the probable safety of the capital and that all retirement benefits earned by teachers should under the law be payable to such teachers. The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the neglect to appropriate required funds to the system. Both practices result in increasing accrued liabilities which reduce the financial soundness of the system and jeopardize the security of teacher retirement benefits.

The Association believes that this incursion on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

76-55. Retirement Board Composition. The National Education Association believes that retirement boards of trustees should be composed of a majority of members elected from the membership of the system. It urges its affiliates to support legislation to provide for this majority membership.

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy. The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school-classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education.

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen. The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office without personal loss and without curtailment of annual increments, tenure, retirement, or seniority rights.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education.

76-56. One-Person-One-Vote. The National Education Association believes that the principle of one-person-one-vote must apply at all levels of government including the election of the President of the United States.

76-57. The Right To Know. The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests.

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Integration in the Public Schools. The National Education Association believes it is imperative that full integration of the Nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, and satellite schools. Some arrangements may require bussing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs.

The Association will continue to oppose vigorously the systematic displacement or demotion of Black teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff.

***H-2. Human Relations in the Schools.** The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

c. The reduction of the ratio of students to certificated staff to the level teachers determine, in each case, is essential to improved learning.

d. Further research and development of ways to identify, change, and, if necessary, exclude prejudiced personnel who exhibit prejudiced behavior detrimental to the school environment.

Delete "e."

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d. Further research and development of ways to identify, change, and, if necessary, exclude prejudiced personnel who exhibit prejudiced behavior detrimental to the school environment.

e. The training of police in behavioral sciences, sociology, and human relations to encourage an enlightened approach to law enforcement.

H-3. Martin Luther King Day. The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote good will among all persons.

H-4. Fair Housing. The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom.

H-5. Equal Opportunity for Women. The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

***H-6. Civil Rights.** The National Education Association is committed to the achievement of a racially integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, and economic status that prevent some citizens from exercising rights that are enjoyed by others including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Citizens must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society.

Added "sexual orientation" to first paragraph.

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H-7. Institutional Discrimination. The National Education Association shall not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations.

76-58. Standardized Tests. The National Education Association strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing programs.

76-59. Athletic Programs. The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs.

76-60. Invasion of Privacy. The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby.

76-61. Voting Requirements. The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions.

I. THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Strong Professional Associations. The Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations.

I-2. Membership Participation in Associations. The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should release time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings.

1. Minority Concerns. The Association and its affiliates shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Candidates for positions so established must be nominated by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development, and for the employment of women in staff positions.

The Association urges its affiliates to establish units to promote minority group involvement in the united profession.

2. Evaluation of Merged Associations. The Association recognizes the need to evaluate the extent to which adopted merger agreements are implemented. Such evaluations should be made using the evaluative criteria established by the Executive Committee including the following:

a. There is compliance with the terms of the merger agreement, in fact and in spirit.

b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new merged association.

The Association believes there is a need for systematic evaluation of state and local merger agreements every two years, the findings to be reported to the Representative Assembly.

I-3. Minority Participation in Affiliates. The National Education Association recognizes the need to evaluate the extent to which each of its affiliates not having a merger agreement provides and implements constitutional guarantees for at least proportionate minority participation in every phase of governance.

The Association believes there is a need for systematic evaluation of such state and local affiliates every two years, the findings to be reported to the Representative Assembly.

76-62. Presidential Appointments. The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community, and that partisan political factors should never be considerations of more than secondary importance.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors.

76-63. Retired Teacher Participation. The National Education Association believes that the united teaching profession should insure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels.

"You're just not there when a child needs you"

NEA Resolution About Class Size

"Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. The ratio of the professional personnel serving students should be at least 60 professional staff members per 1,000 students, not including paraprofessionals."

"They decided it was an inefficient use of my time to teach such small classes," explains kindergarten teacher Carol Woodling. "The result is that these children face a more difficult time getting prepared for first grade."

CLARKSVILLE, IND.—It was two o'clock on a rainy Monday afternoon and Carol Woodling was sitting in the teachers' lounge of Greenacres Elementary School here instead of teaching kindergarten.

Kindergarten was what she had taught that morning and kindergarten was what she used to teach in the afternoon, too. But earlier this year, the people who run the schools in Clarksville, Indiana, decided to drop Carol Woodling's afternoon class and divide the kids between her morning class and a class in another school.

So, instead of teaching 18 five-year-olds in the morning another 17 in the afternoon, Carol Woodling teaches 27 in the morning and spends her afternoons wherever her bosses can find a place for her.

"It doesn't make any sense," she said. "We had an ideal situation and they decided it was an inefficient use of my time to teach such small classes. The result is that these children face a more difficult time getting prepared for first grade."

And it's not just Carol Woodling's kindergarten pupils who are the victims of overcrowded classrooms. It's almost 2,200 other children in Clarksville, Indiana, and literally millions across the nation who are feeling the effects of budget-cutting school boards bent on economy at the expense of quality education.

Susie Harris, who has been teaching fifth grade at Greenacres for six years and is president of the Clarksville Education Association, has problems too. But she hasn't had the luxury of only 17 or 18 in her classes even for a few months.

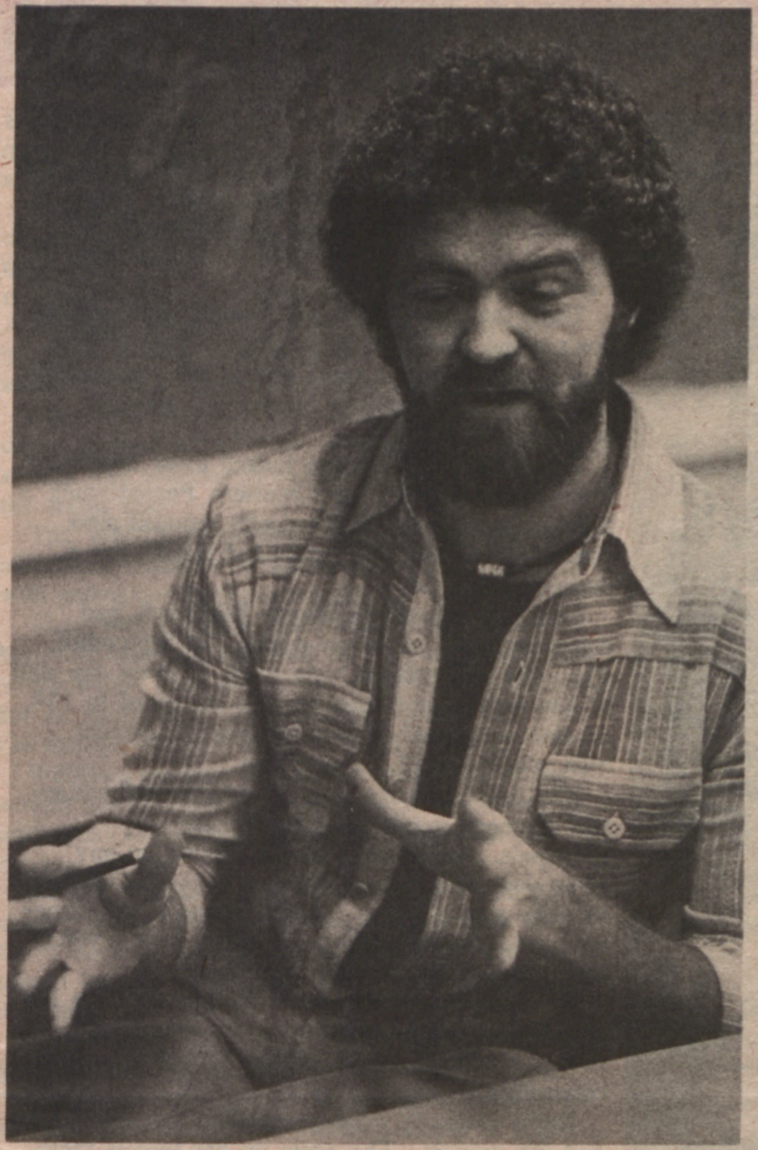
"As the size of classes has gradually increased, we've had to eliminate some of the more effective teaching techniques," she said. "Games, projects, all kinds of individual attention become impossible as our classes get bigger and bigger."

Carolyn Sutton has been teaching first grade for eight years, and she thinks the overcrowding problem is particularly devastating to younger children.

"The effect on reading groups is tragic," she said. "I have at least one-third more children in my reading groups this year and it could hold them back by as much as 2½ months in their development."

Carolyn Sutton is the kind of teacher who calls the parents of her pupils to set up in-home parent-teacher conferences, all

"Materials are abandoned when classes get too big," says Rick Davidson. "We're forced to return to standard modes of teaching."



"Games, projects, all kinds of individual attention become impossible as our classes get bigger and bigger," says Susie Harris.

on her own time.

Thinking about the frustrations she feels every day in her classroom of almost 40 first graders, she worries about dividing her time among those eager minds: "You're just not there when a child needs you."

Rick Davidson, in his sixth year as a fifth-grade teacher at Greenacres, and vice-president of the CEA, thinks reductions in class size are more crucial to the learning of his pupils than adequate educational materials.

He has had as many as 44 in his classes and laments the effect large classes have on his ability to teach creatively and productively.

"Materials are abandoned when classes get too big," he said. "We're forced to return to standard modes of teaching. It's back to the standard teaching manual and boring lectures because there are too many children for us to get to individually."

In Clarksville, a suburb of Louisville, Ky., the class-size problem first came to light about three years ago when CEA participated in an NEA Instructional Needs Assessment. As a result, class size has been an annual priority at the bargaining table. Efforts to obtain strong contract provisions governing class size have been hampered by the Indiana bargaining law, which gives school boards in the state the option not to negotiate the issue.

Back in the teachers' lounge at Greenacres, Carol Woodling and Carolyn Sutton were joined by Karen Moore, a second-grade teacher in her fourth year in the system. Karen Moore resents the accusation she hears frequently that teachers who want smaller classes are just looking for a way to do less work. She recalls a time not too many weeks ago when an outbreak of flu kept large numbers of children at home.

"During that time we worked harder and more creatively than at any time in our teaching lives," she said. "The children worked harder too, and we all had fun."

"When you get past 25 kids in a classroom, it seems that every additional kid is like adding 10," says Clarksville teacher Karen Moore.

In Wayne Highlands, Happiness is

Seventh-grade science teacher David Yadlosky emphasizes the need for individual instruction. "Last year I spent too much time lecturing," he said. "It was just as boring for me as it was for the children. But this year we have a chance to work individually and in small groups and actually do the experiments all we did was talk about last year."

JoEllen Lipperini, a 6th-grade social studies and language arts teacher, assessed the results of teaching last year in overcrowded classes. "It was worth ZILCH!" she said.

HONESDALE, PA.—The first thing you notice when you walk through the new Middle School in the Wayne Highlands school district here is a sense of quiet and order despite furious activity by pupils and teachers.

There isn't much standing around, and teachers don't spend a lot of time talking to large groups. Pupils are working in small groups or by themselves, and teachers are moving among the activity helping when needed.

This little school system tucked away near the Pocono Mountains in northeastern Pennsylvania is unusual because it has drastically reduced class size at a time when overcrowded classes are a national epidemic.

Last year schools in Wayne Highlands had classes with 40 and more pupils. In September, when two new schools were ready to open, the staff of 136 beleaguered teachers was increased to 184, an almost-unheard-of jump of over 35 percent. Now classes of 23 are common.

The result: scenes of such educational ecstasy that teachers, pupils, guidance counselors, principals, and whoever else is around on any given day seem forever inclined to pinch themselves to make sure it's real. They're proud of what they have, and they're ready to do battle with anybody who would take it away from them.

Nowhere can the effects of the change from last year to this one be seen any more dramatically than in the office of the Middle School's guidance counselors.

Kathy Decker's job is counseling the school's 5th and 6th graders. The smile on her face is there this year because she's able to do her job.

"Last year I spent more than half of my time on discipline problems," she said. "This year discipline is a very small problem and I can work almost exclusively on academic matters such as tutoring and other kinds of individual attention for the children who need it."

Kathy Decker thinks the children most affected by overcrowding are the ones in what she describes as the "limbo" area—with I.Q.'s in the 80 to 90 range. "These children are easily frustrated and easily confused when there are too many of them in a small space," she said. "They get lost in the shuffle and express their unhappiness by becoming discipline problems."

Happiness is something teachers and pupils at Wayne Highlands Middle School like to talk about.

Mario Rossi's 6th-grade social science and language arts classes last year had more than 40 pupils. This year the figure is down in the 20's. "The kids are happier; the teachers are happier; everybody feels it in very important ways," he said. "Absenteeism is way down from last year and the kids are accomplishing much more in our classes."

At the Middle School it's not just teachers who engage visitors in conversations about the extreme change in conditions in just one year. The pupils—the people who are the beneficiaries or the victims of whatever kid of education adults give them—have some things to say too.

"We get more teachers; we benefit from a variety of personalities; we experience many different types of teaching techniques," observed 12-year-old Mike Wood, whose ability to articulate his thoughts is startling.

"I feel like all of us are able to go much faster this year," said Erin O'Neill, also 12. "Last year it seemed like we couldn't get anything done because there were so many kids in the classes and not enough time."

Thirteen-year-old Tammy Miller said she and many of her friends are making better grades this year. "Last year all the teachers did was stand up there and lecture to us," she said. "I'd doze off.

Uncrowded Classrooms

But this year, we're doing things, working at our own speed, and all of us feel that we're finally accomplishing something."

The events that produced significantly smaller classes in Wayne Highlands this year began at the bargaining table in 1972. In January of that year, negotiators for the Wayne Highlands Education Association reached agreement with the school board on a plan to reduce class size "as soon as school building facilities and finances" permitted.

Two new buildings were completed for the start of the present school year. The choice facing the system was whether to reduce class size or retain the status quo.

The WHEA supported a proposal calling for 52 additional teachers to reduce class size consistent with provisions in the contract.

There was minority sentiment on the school board to increase the staff by only eight teachers, which would have done little more than compensate for an additional 300 pupils who transferred into the district this year from New York State.

WHEA's position prevailed as members of the school board adhered to the contract by hiring an additional 48 teachers, only four fewer than the original request.

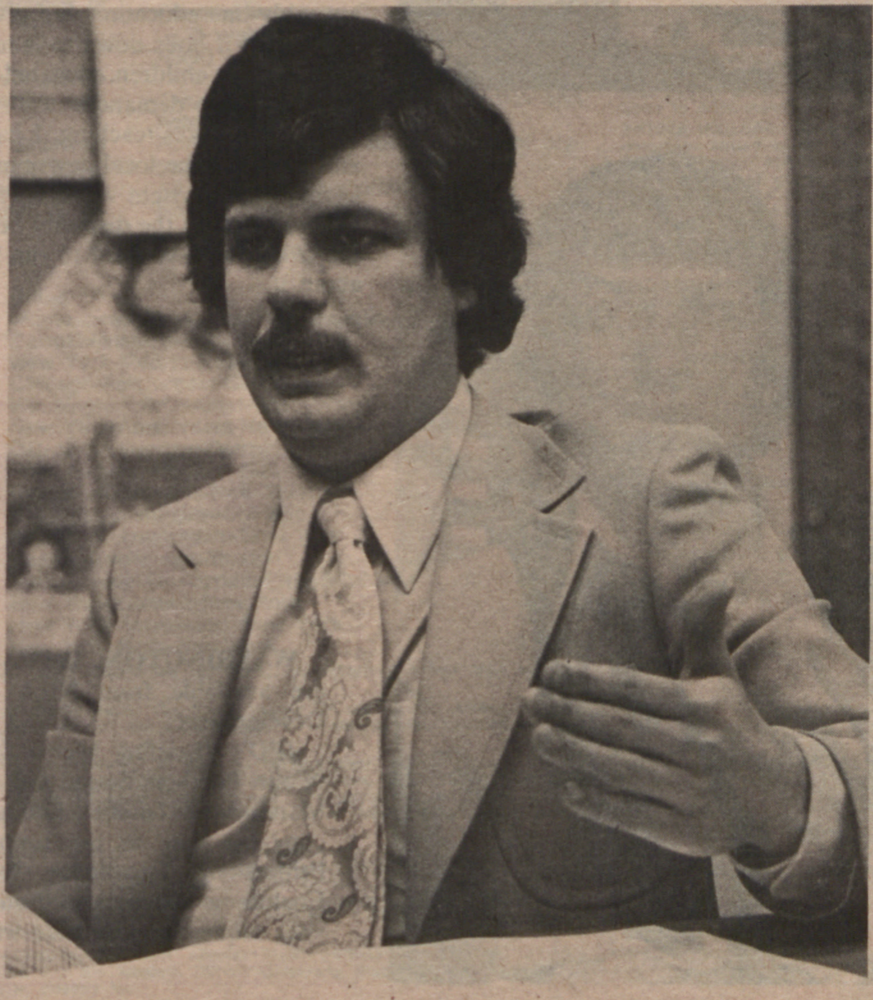
WHEA President Bob Treftz is convinced that, despite the euphoria generated by gains this year, the struggle is not over. There are hints that the school board's cooperation on the class-size issue is fading.

"We need another 12 to 15 new teachers for next year just to keep the situation we have," he said. "The board wants to go with the same number as this year. If we back off now, in a couple of years we'll be right back where we started."

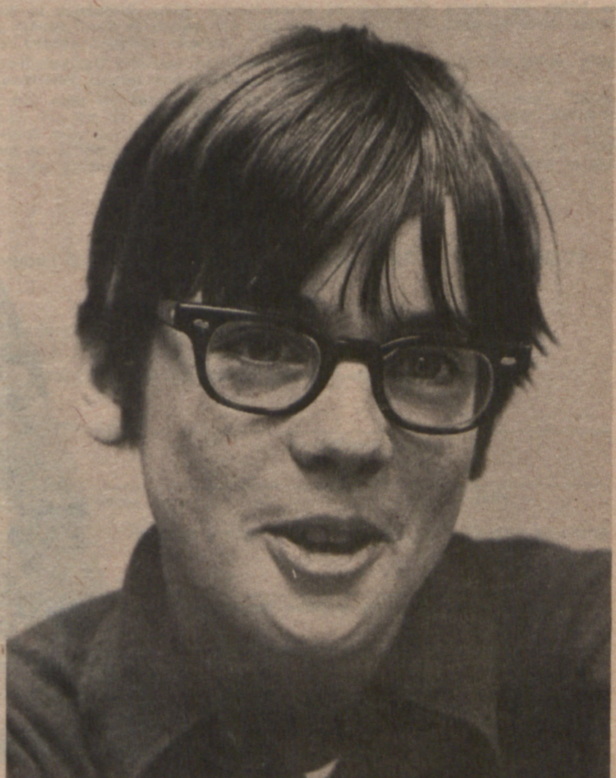
So it remains to be seen whether Wayne Highlands is a short-lived aberration of excellence or a long-term leader that can show the nation how to move toward better schools for all children.

"Last year I spent more than half of my time on discipline," says counselor Kathy Decker. "This year I can work on tutoring and other kinds of individual attention for the children who need it."

"Last year it seemed like we couldn't get anything done because there were so many kids in the classes," says student Erin O'Neill (above). Now, adds 12-year-old Mike Wood (below), "We get more teachers . . . we experience many different types of teaching techniques."



Association President Bob Treftz points out that the class-size struggle is not over in Wayne Highlands. "We need another 12 to 15 new teachers for next year just to keep the situation we have."



"Every School System in Minnesota Has Classes With Too Many Kids"

"Teachers have a responsibility to humanity to end assembly-line education and give our kids a chance to learn," says Minnesota Association President Donald Hill.

ST. PAUL, MINN.—Leaders of the Minnesota Education Association are conducting an attack on overcrowded classes and other problems affecting the quality of education in their state.

They've committed the entire resources of their association in the months ahead in an attempt to reverse a trend toward reduced spending and the elimination of needed instructional programs.

MEA President Donald C. Hill, an adamant advocate of smaller classes, has been instrumental in leading his associations' assault on forces bent on eroding the high quality of education in Minnesota.

The 43-year-old social studies teacher and high school football coach from Northfield, Minn., decided to run for the MEA presidency because he wanted to do something about the class-size problem in his community and in his state.

In an informal discussion conducted recently in his office here, the MEA President expressed these opinions on overcrowded classes:

- I've never found an experienced teacher who believes class size doesn't make a difference in the ability of kids to learn.
- We have our heads in the sand as a country if we don't do something about this problem and do it pretty fast.
- MEA is committed to solving this problem because it is a point at which the educational interests of our children and the employment interests of our teachers come together.
- By and large, the persons making decisions to cut programs and increase class size are not the ones whose kids are affected by the problem.
- My kids won't be affected by this problem. It's usually the shy, reticent, the handicapped, the kids with various problems who demand individual attention that get hurt the most.
- Every school system in Minnesota has classes with too many kids.
- Those people who oppose us on this issue usually wind up being for things like building more and more prisons to handle our social ills. When will we learn to prevent problems rather than have to clean up the mess after they occur?
- Teachers have a responsibility to humanity to end assembly-line education and give our kids a chance to learn.
- What it boils down to is more money for education. If we want our children educated properly, we have to stand up now and make demands.
- When I was teaching, I had 38 kids in my health classes and I read in the local newspaper that the pupil-teacher ratio in my school system was something like 17 to 1. I was so frustrated by the disparity between the public image and the truth that I decided to run for office to try to do something about it.

FREE NEA MATERIALS ON CLASS SIZE

WASHINGTON, D.C.—Free materials on class size are available from NEA Instruction and Professional Development.

IPD's "Briefing Memo on Class Size" and a reprint, "Four Teachers Sound Off About Class Size" (from the March-April *Today's Education*), are available in single copy, as long as the supply lasts, from Programs for Professional Excellence, Room 714, at NEA Center. Enclose a stamped, self-addressed #10 envelope with your request and indicate which item (or both) you want.

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Please refer to the GENERAL INFORMATION section for rules and regulations applicable to tours/flights.

JERUSALEM EDUCATION CONFERENCE

On December 28 and 29, 1976, this historic event, sponsored and conducted by the National Education Association, will take place. Contacts with Israel's leading statespeople will be featured.

In conjunction with this conference, NEA Educational Travel offers three exciting tours, all departing from New York. The 10-day tours ($790) depart on December 21 and December 22. The 8-day tour ($745) departs on December 26. Both tours will allow December 28th and 29th free for the Conference.

Biblical sites to be toured include Old and New Jerusalem, Jericho, the Dead Sea, Massada and Hebron. The 10-day tours also include Nazareth, Tiberias and Bethlehem.

For full details on these important tours, write to NEA Educational Travel at the address below.

WIKI-WIKI HAWAII (WH-1/8)

One Island, 7 Nights

WH-1 June 29-July 7, 1976
WH-2 July 6-14, 1976
WH-3 July 13-21, 1976
WH-4 July 20-28, 1976
WH-5 July 27-Aug. 4, 1976
WH-6 Aug. 3-11, 1976
WH-7 Aug. 10-18, 1976
WH-8 Aug. 17-25, 1976

NOTE: West Coast passengers will arrive home in the p.m of the day preceding date listed. (Prices based on GIT airfare)

$399 from San Francisco, Los Angeles, Portland, Seattle

$437 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis

$487 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile, Birmingham

$509 from Atlanta, Buffalo, Charlotte, Jacksonville

$536 from Albany, Baltimore, Boston, Harrisburg, New York, Hartford, Philadelphia, Washington, D.C., Miami

Prices include tax/service.
Single Supplement: **$80**
3 persons per room (triple):
$10 reduction per person
Children (2 through 11): $100 reduction per child

HIGHLIGHTS:
Flower lei greeting on arrival; Honolulu/Mt. Tantalus tour; special orientation briefing; complimentary flight bag; services of a local tour escort.

TOUR FEATURES:
- Round-trip jet transportation via Northwest Orient Airlines and connecting carriers where required
- 7 nights in Honolulu at the Sheraton Princess Kaiulani Hotel (superior hotel, superior rooms) based on sharing twin-bed, air-conditioned room. Hotel is located in the Waikiki Beach area within 2 blocks of beach
- Porterage and tips for 2 pieces of luggage
- All tips to local escorts and drivers
- No additional charge for peak season

HAWAIIAN LOVE AFFAIR (HL-1/8)

4 Islands, 12 Nights

HL-1 June 27-July 10, 1976
HL-2 July 4-17, 1976
HL-3 July 11-24, 1976
HL-4 July 18-31, 1976
HL-5 July 25-Aug. 7, 1976
HL-6 Aug. 1-14, 1976
HL-7 Aug. 8-21, 1976
HL-8 Aug. 15-28, 1976

NOTE: West Coast passengers will arrive home in the p.m. of the day preceding date listed. (Prices based on GIT airfare)

$649 from San Francisco, Los Angeles, Portland, Seattle

$679 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis

$729 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile, Birmingham

$755 from Atlanta, Buffalo, Charlotte, Jacksonville

$779 from Albany, Baltimore, Boston, Harrisburg, Hartford, New York, Philadelphia, Washington, D.C., Miami

Prices include tax/service.
Single Supplement: **$165**
3 persons per room (triple):
$30 reduction per person
Children (2 through 11):
$150 reduction per child

HIGHLIGHTS:
Flower lei greeting on arrival; Wailua River Cruise on the island of Kauai; Honolulu/Mt. Tantalus tour on Oahu; Iao Valley/Lahaina tour on Maui; Tour of Hilo, Volcano National Park, and Kona, island of Hawaii; special orientation briefing; complimentary flight bag, services of a local tour escort.

TOUR FEATURES:
- Round-trip jet transportation via Northwest Orient Airlines and connecting carriers where required; inter-island transportation by air
- 12 nights in Hawaii, based on sharing twin-bed accommodations, in air-conditioned rooms (superior hotels, superior rooms) per the following:
  ...2 nights at Kauai Resort (on Kauai)
  ...5 nights at Waikiki Beachcomber (Waikiki Beach on Oahu)
  ...3 nights at Maui Intercontinental (on Maui)
  ...2 nights at Kona Lagoon (on Hawaii)
- Transportation between airports and hotels
- Porterage and tips for 2 pieces of luggage
- All tips to local escorts and drivers
- No additional charge for peak season

NEA-SPONSORED CHARTER FLIGHTS—Transportation Only

Charter Code	Depart	Return	Cities	Round-Trip Price
CP-1	June 21	July 21	Minneapolis-Amsterdam-Minneapolis	$420
CP-2	June 22	August 12	Detroit-Amsterdam-Detroit	362
CP-3	June 23	July 28	New York-Madrid-New York	318
CP-4	June 29	August 19	Chicago-Amsterdam-Chicago	375
CP-5	July 7	July 30	Washington, D.C.-Amsterdam-Washington, D.C.	349
CP-6	July 9	July 24	New York-Amsterdam-New York	326
CP-7	July 12	August 2	Detroit-Amsterdam-Detroit	362
CP-8	July 12	August 4	New York-Amsterdam-New York	323
CP-9	July 13	August 15	New York-Brussels-New York	322
CP-10	July 15	August 16	Chicago-Amsterdam-Chicago	375
CP-11	July 19	August 4	New York-Amsterdam-New York	323
CP-12	July 20	August 12	Boston-Amsterdam-Boston	318
CP-14	August 4	August 23	Philadelphia-Amsterdam-Philadelphia	334
CP-15	August 5	August 23	New York-Geneva-New York	350
CP-16	August 13	August 29	New York-Amsterdam-New York	326
PK-17	July 3	July 27	New York-Paris-New York	317

Airfares subject to increase on pro rata basis should the number of passengers be less than capacity of aircraft.

All NEA charter flights are costed on an affinity basis. The flights coded CP are on Pan American World Airways Boeing 707 jets with a seat capacity of 180; the flight coded PK is on Pakistan International Airlines DC-10 with a seat capacity of 275.

To be eligible you must have held NEA membership for at least six months prior to flight departure date, per Civil Aeronautics Board (CAB) regulation. Other eligible participants: spouse, dependent children and parents of the NEA member if they reside at the same home address. The prices quoted above include U.S. departure taxes as well as foreign departure taxes. Also included is an NEA administration fee of $8.70.

On Transportation Only flights to Europe, full deposit, less $15 cancellation fee, will be refunded if cancellation is received 90 days or more prior to departure. If the cancellation is received less than 90 days but more than 30 days prior to departure and no replacement is found by the cancelling party(ies), the $125 deposit will be forfeited. For cancellations received less than 30 days prior to departure, full payment will be forfeited unless a replacement is found by the cancelling party(ies). A $15 cancellation fee per person will be held in all cases even if a replacement is found.

ACADEMIC CREDIT TO CHARTER PARTICIPANTS: NEA charter flight participants desiring to earn academic credit may do so in connection with the Western Illinois University Study Aboard Program. To obtain information on this Program, write directly to:
International Services, Western Illinois University, Macomb, Illinois 61455.

ORIENT HOLIDAY 1976 (OHN-OHC)

JAPAN, THAILAND, HONG KONG — 15 days, 13 nights

OHN-1	June 30-July 14	Washington, D.C. + Columbus
OHN-2	July 1-July 15	New York
OHN-3	July 6-July 20	Philadelphia + Boston
OHN-4	July 13-July 27	New York
OHN-5	July 20-Aug. 3	New York
OHN-6	July 26-Aug. 9	Chicago (Filled)
OHN-7	July 27-Aug. 10	New York + Chicago
OHN-8	Aug. 3-Aug. 17	New York
OHN-9	Aug. 9-Aug. 23	Baltimore
OHN-10	Aug. 17-Aug. 31	New York
OHC-1	July 12-July 26	San Francisco
OHC-2	July 22-Aug. 5	Los Angeles

$895 + 15% tax/service from East Coast and Midwest

$795 + 15% tax/service from West Coast

HIGHLIGHTS:
Welcome dinner at Japanese Garden Restaurant; half-day Tokyo sightseeing tour by air conditioned motorcoach; Floating Market tour by barge in Bangkok; welcome rum punch party upon arrival in Bangkok; New Territories tour in Hong Kong; complimentary flight bag and Traveler's Guidebook; Orient Holiday Hospitality Desk at all hotels; English-speaking guides throughout.

TOUR FEATURES:
- Round-trip jet transportation via Japan Airlines with gourmet meals and beverages at appropriate hours
- Deluxe accommodations in air-conditioned rooms with private bath, based on twin occupancy: 5 nights at New Otani (new tower) in Tokyo, 4 nights at Hyatt Rama Hotel in Bangkok, OR 2 nights at the Hyatt Rama plus 2 nights at the Hyatt Palace in Pattaya Beach, and 4 nights at the Western International Miramar (new wing) in Hong Kong
- Optional Dine-Around meal plan
- Transfers between airports and hotels
- All tips, taxes, and porterage for one medium-sized suitcase (44 lbs.)
- Local and extended excursions available on optional basis

Air/Land Cost Breakdown:
All transportation will be via Japan Airlines DC-8 jets, affinity charter basis, with a capacity of 152 seats. Land cost: $189.25, including tax/service. Air cost: $840. Total price $1029.25. Airfare is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity.

LONDON AND BEYOND . . .
ONE WEEK SPECIAL TO LONDON (LON)

LON-1 June 29-July 6
LON-2 July 6-July 13
LON-3 July 13-July 20
LON-4 July 20-July 27
LON-5 Aug. 3-Aug. 10
LON-6 Aug. 10-Aug. 17
LON-7 Aug. 17-Aug. 24

$399 from New York
Single Supplement: $75

TOUR FEATURES:
- Round-trip transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel, double occupancy
- Buffet breakfast daily
- Half-day city sightseeing
- Airport transfers and baggage handling for one medium-sized suitcase per person (limited to 44 lbs.)
- Tips and gratuities in connection with tour activities

Cost breakdown: air — $255.98; land — $143.02; total price — $399.

TWO WEEKS TO LONDON/PARIS (LONP)

July 6-July 20
Aug. 3-Aug. 17
$669 from New York
Single Supplement: $150

TOUR FEATURES:
- Transatlantic transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel in London and first-class at the Normandy Hotel in Paris, based on double occupancy
- Buffet breakfast daily in London; Continental breakfast daily in Paris
- Half-day sightseeing in London and Paris
- Airport transfers and baggage handling for one medium-sized suitcase per person (limited to 44 lbs.)

Cost breakdown: air — $255.98; land — $413.02; total cost — $669.

Tours coded LON+LONP are costed on an affinity charter basis, pro rated on 381 seats per flight. No administrative fee is included in the airfare portion. Airfare portion is subject to increase on pro rata basis should the number of participants be fewer than 381.

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

ELIGIBILITY: Tours/flights with prices described as "based on charter," or "affinity charter," airfares require NEA membership of at least six months duration as of the date of departure. The spouse, dependent children who are above the junior lever of high school, and parents residing in member's household are eligible to use the charter airfare and to use the group affinity airfare provided such household members are accompanied by the member. On certain tours/flights, such as Hawaii tours, children of all ages may participate. Tours with prices described as "GIT" are based on anticipated use of the group inclusive tour basing airfare which is available to 10 or more persons traveling together throughout and tours are open to NEA members, their friends and relatives.

PRICES INCLUDE: Services of a group leader from point of origin to termination point of tour unless otherwise stated in the tour description; all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bed room at hotels; airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movement; certain taxes; and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE: Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges.

BAGGAGE: Porterage of one medium-sized suitcase per tour member is included in the price. Baggage allowance is 44 pounds on international tourist and economy-class service.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel. There will be a $15 per person cancellation fee on all reservations cancelled, regardless of reason. Additionally, other cancellation fees or penalties may apply, due to nonrefundable advance payment or commitments made by NEA Educational Travel to airlines, steamship companies, hotels, tour operators, etc. Refunds will be made in accordance with the amount of payment that NEA Educational Travel is able to recover on behalf of the participant(s).

APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL

Send application and deposit to: **Educational Travel — Room 402E**
1201 16th Street, N.W.
Washington, D.C. 20036
R5-76

Deposit of $200 per person is required for all tours.
Make check payable to NEA Educational Travel.
There is a $15 per person cancellation fee on all reservations cancelled.

Please reserve ________ spaces on ______________________
(tour/flight code)

departing on ______________________ from ______________
(date) (city)

Deposit of $______ is enclosed. Seating preference ☐ Smoking ☐ Non-smoking

NAME ____
(Give names and addresses of additional persons on a separate sheet)

ADDRESS ____

CITY ____________________ STATE __________ ZIP __________

HOME TELEPHONE ______________ BUSINESS TELEPHONE ______________ AGE ________

The Association that protects teachers' rights also has plans to protect your...

Home...

Flexible Inflation-Protected Homeowners and Renters Insurance.

Educators enjoy varied lifestyles. Regardless of whether you own your dwelling or rent it, chances are inflation has increased the value of your assets at an astounding rate. And it is quite possible that your insurance no longer provides adequate coverage for all your valued property and possessions.

That's why your Association, through Horace Mann Insurance Company, offers a variety of property and casualty plans tailored to your special lifestyle and your needs as a teacher, often with greater coverage and at a lower cost than your present insurance.

Below are just a few of the reasons thousands of Unified Members protect their dwellings and property with the Association-sponsored plan.

Personal Liability
Protects you against claims arising from accidents occurring on your premises for which you are liable. You're protected off the premises, too.

Special Educational Coverage
Protection for personal property used at another location for educational purposes.

This protects furniture, clothing, appliances and other personal contents of your dwelling against practically any loss. Each policy lists the specifics.

Medical Payments to Others
Provides coverage for medical expenses of others hurt on your insured property.

Flexible Options
Offers ways to expand your coverage to include financial loss due to theft of large amounts of cash, your golfing, musical or photographic equipment, your recreational watercraft, your jewelry and much, much more.

Special Inflation-Guard Feature
This special feature assures adequate coverage of your property despite escalating inflation. In most states, you can arrange for automatic yearly increases in dwelling coverage based on local inflation figures to allow for increasing replacement costs. Horace Mann can also help you determine if your present coverage is still adequate in view of the present value of your property.

Retirement...

Tax Deferred Annuity Program Enables You To Save Money, Cut Current Taxes And Provide For Retirement.

The Internal Revenue Service authorizes special tax treatment for teachers enrolled in a tax deferred annuity program. Your Association's United Teaching Profession Fixed Annuity Program, underwritten by the Horace Mann Life Insurance Company, is an ideal way to take advantage of this privilege.

Thousands of Unified Members have found the UTP Program a convenient way to save on a regular basis, reduce their income taxes and accumulate funds for a financially secure retirement. Contributions to the Fixed Annuity Program and the interest earned are not subject to current income tax. Instead, taxes are deferred until money is withdrawn, usually at retirement when income is lower and subject to lower taxes.

The UTP Program, developed by Horace Mann Life Insurance Company, offers features that create a tax deferred annuity which fulfills long range retirement needs. Among these features are:

High guaranteed interest rate
Low sales load
High annuity factors
Guaranteed lifetime income

Excess interest that is earned can increase your monthly income substantially. (Excess interest is based on current rates and is not guaranteed.)

How you'll save with the UTP Program

The chart illustrates how much you can accumulate over the years through the Fixed Annuity Program with monthly contributions of $125 and $200.

Remember, this amount is exempt from current income taxes.

For example, the teacher, age 45, who made deposits of $125 a month ($1500 annually) for 20 years until retirement, would accumulate $66,930, at the current rate[1]. With current annuity factors this would provide him with a guaranteed lifetime income[2] of $514 a month, at age 65.

Find out today how the UTP Fixed Annuity Program can help you cut income taxes while saving money in an attractive investment program for retirement.

[1]The current effective annual rate, including excess interest. Excess interest is not guaranteed.
[2]The current male 10-year certain and life guarantee.

POLICY YEAR	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*
10	$17,815	$21,340	$28,755	$34,450
15	$29,807	$39,930	$47,998	$64,335
20	$44,398	$66,930	$71,410	$107,740
25	$62,150	$106,150	$99,894	$170,780
30	$83,749	$163,100	$134,550	$262,340

*Based on current excess interest rate. Not guaranteed.

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☐ **Please have a Horace Mann representative contact me.**

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City ____________ State ____________ Zip ____________
School ____________ School District ____________ Phone ____________

UNIFIED SPECIAL SERVICES

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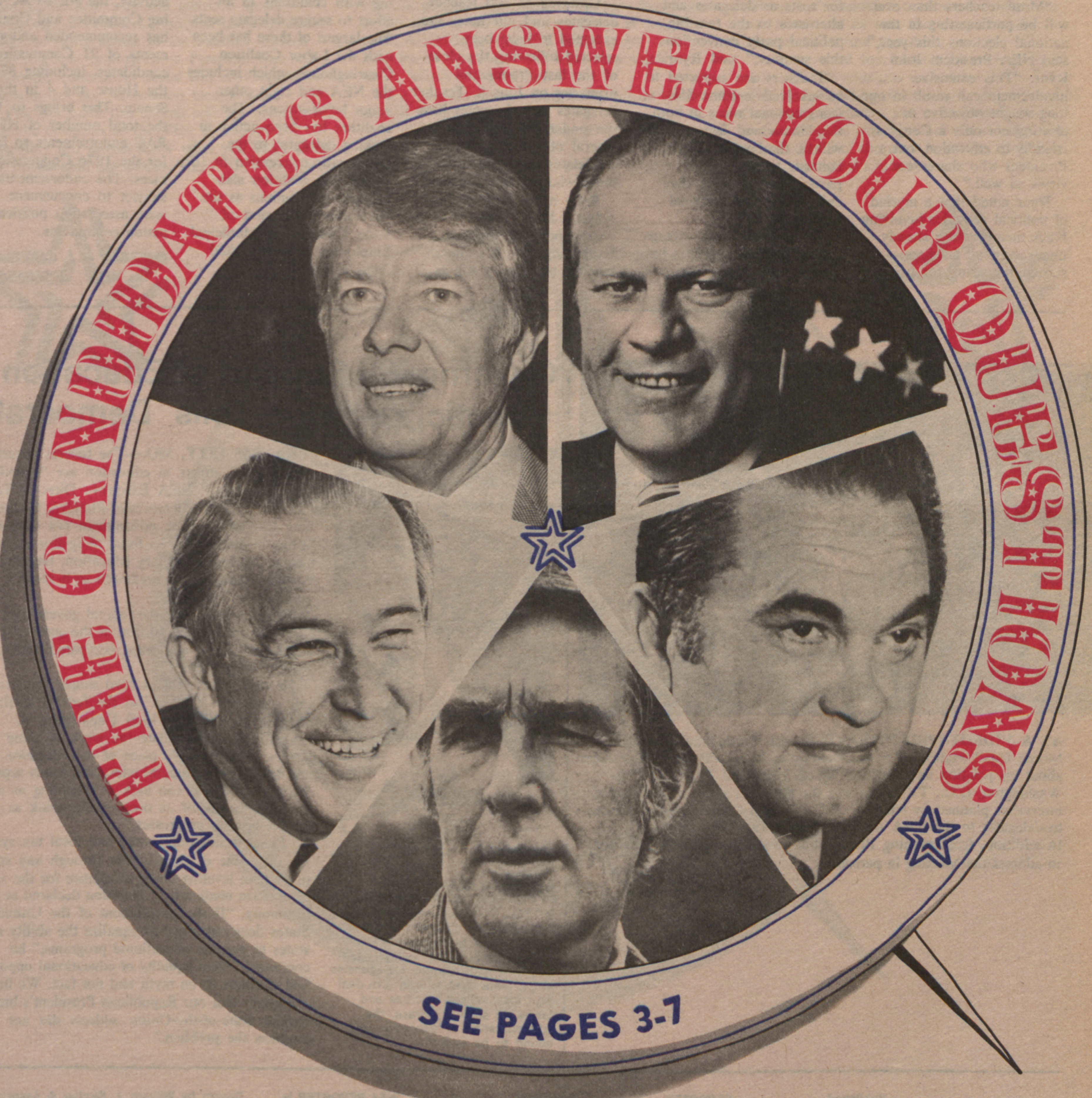

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Teacher-Politicians Dig in to Elect Pro-Education Candidates

WASHINGTON, D.C.—Thousands of teachers will be involved in an unprecedented burst of political activity as the contests for the White House and Congress intensify between now and Election Day November 2.

"More teachers than ever will be participating in the national elections this year," said NEA President John Ryor. "This extensive involvement can result in our long-sought objective of electing not only a Congress friendly to education, but a President who shares our views as well."

Ryor noted that a myriad of political activities involving NEA members are already under way as teachers started preparing for political action earlier than usual during this crucial 1976 national election year.

"One of the reasons for this is that teachers are not only working for candidates in the Congressional races, as they have in previous years, but are running themselves for seats as delegates and alternates to the two big political party conventions this summer," said Ryor.

Teachers are expected to be involved in some 350 Congressional races in both the House and Senate. This will be the largest number of contests teachers have participated in since they entered big-time national politics in 1972.

In the Presidential sweepstakes, some 50 teachers have already been elected as delegates and alternates to both the Democratic and Republican party conventions. The Democrats hold their convention in New York City beginning July 12; the Republican convention is slated to begin August 16 in Kansas City, Mo.

Upwards of 200 teacher delegates and alternates are expected to have been selected following the close of the last Presidential primaries on June 8. Teacher delegates and alternates have run under the banner of several of the Presidential candidates in addition to those who ran uncommitted.

Ryor noted that teachers reflect a broad range of view on the political spectrum. Explaining why it is important for teachers to run as delegates, Ryor explained: "Not only does a delegate have an opportunity to help select a Presidential nominee, but he or she also shares in the all-important policymaking process of the parties."

Teachers have been working with coalitions in an effort to secure delegate seats. The largest of these has been with the Labor Coalition Clearinghouse, which includes the NEA and eight other major labor unions. The coalition has been active in seeking delegates to the Democratic convention in 16 states. The coalition also includes such unions as the American Federation of State, County and Municipal Employees and the United Auto Workers.

Teachers are also seeking positions on the Democratic and Republican parties' platform, rules, and credentials committees. A few teachers have already been selected to serve on the Democratic Platform Committee.

In other teacher political activity, the NEA-PAC Steering Committee and Council has recommended endorsements of 91 Congressional candidates, including 87 in the House and 4 in the Senate. This brings to 150 the total number of NEA-PAC endorsements so far for the 1976 Congressional races. The endorsements are subject to concurrence by state association political action committees.

AT A VIDEOTAPED INTERVIEW with Presidential candidate Morris Udall (right), NEA President John Ryor asks the Congressman about his position on education issues. The April 29 taping at a Washington, D.C., TV studio was the first of a series of videotaped interviews planned by NEA's Political Action Committee for showing to delegates to the NEA Annual Meeting June 26-July 1. In addition, front-running Presidential candidates are being invited to address the Meeting in person.

Government Support of Education Chaotic, Herndon Tells Democrats

TESTIFYING BEFORE THE DEMOCRATIC PLATFORM COMMITTEE, NEA Executive Director Terry Herndon charges that fiscal chaos at the federal level "is compounded as the federal agencies work with counterpart agencies at the state level, who in turn deal with local offices in cities and towns. In such a morass, the administration of education is bound to be wasteful."

KANSAS CITY, MO.—The federal government's fiscal efforts in education are "chaotic" and "a morass," NEA Executive Director Terry Herndon told the Democratic Platform Committee here last month. The government not only is failing in discharging its fiscal obligations to public elementary and secondary education, Herndon said, but it presently is not organized so it could discharge them.

Herndon called for the federal government to assume a far greater portion of the costs of public education—up to one-third compared with the present 7.8 percent.

He also recommended "two simple steps to solve this confusion of effort" at the federal level: creation of a Cabinet-level Department of Education to consolidate the work of some 40 agencies that have "a piece of the education pie," and budgeting of federal education funds separately "so that Congress can look at schooling as a function worthy of its own priority rank as the budget process progresses."

"In most situations, state and local tax systems are incapable of equalization through any strategy other than leveling down excellence for the sake of uniform mediocrity," Herndon declared in his testimony. "If the government of the United States does not move to equalize the ability of the states to provide educational programs," he continued, "then equality of educational opportunity will continue to be myth and not fact. We find it a mystery that our Republican President's bicentennial State-of-the-Union address did not mention the problem."

nea reporter

nea helping teachers teach

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John Ryor *President*
Terry E. Herndon *Executive Director*
Susan Lowell *Publisher*
Marshall O. Donley, Jr. *Editor*
Sal Streett *Assistant Editor*
Karen Sheppard *Assistant to the Editor*

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ENDORSING A CANDIDATE

FOR PRESIDENT OF THE UNITED STATES

A Statement by NEA President John Ryor

By the time you read this issue of the NEA Reporter, the nation will be at the end of a series of Presidential primary elections. In just a few months, both major political parties will select their candidates for the November 2 showdown.

As an NEA member, you have a special role to play in this Presidential election, in addition to voting. You have a special opportunity to help elect a President who will advocate quality education—a President who will take significant action to bring justice to the nation's thirteen million public employees—a President who will reflect the concern for social and civil rights that characterizes our Association membership.

You can fulfill this special role by making sure that the delegates to the NEA Representative Assembly this month **know what you think about the Presidential candidates.** These NEA delegates—for the first time in Association history—will decide on an official NEA endorsement of a Presidential candidate. This decision will be made public and will be reinforced by actions of the NEA Political Action Committee—including giving dollars to help elect the candidate, if the committee so decides.

Before you talk to your NEA delegates, look over the position statements on the next four pages of this issue of the Reporter. Here, in response to NEA-PAC's queries, five of the major Presidential candidates tell what they think about NEA's top priorities:

- a federal collective bargaining bill for teachers and all public employees
- one-third federal funding of the cost of public education
- a separate Cabinet-level post for education
- educators' input on Presidential appointments and policy
- mobile teacher retirement
- sex discrimination
- national health security for all Americans
- civil and human rights
- copyright revision
- aid to private schools.

Read each candidate's responses. Make up your mind, and be sure that your elected delegates know how you think.

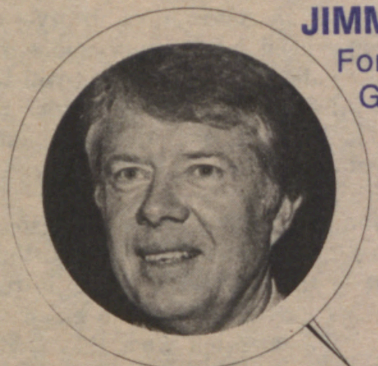
Your personal involvement and commitment to the NEA Presidential endorsement will bring added understanding of the issues, clearer opinions about the candidates, and a certainty that NEA teacher-delegates will have full membership input in making one of the most important decisions in our Association's history.

POLITICAL CALENDAR

June 1	**Presidential primaries in Montana, South Dakota, and Rhode Island**
June 8	**Last of Presidential primaries—California, Ohio, and New Jersey**
June 26-July 1	**NEA annual convention in Miami Beach. Front-running Presidential candidates invited to address delegates. NEA-PAC videotaped interviews of Presidential candidates available for viewing by delegates**
July 12-15	**Democratic National Convention in New York City**
August 16-19	**Republican National Convention in Kansas City, Missouri**
Late August	**Ballots on NEA Presidential endorsement mailed to NEA delegates**
September 6 (Labor Day)	**Presidential and Congressional campaigns intensify as candidates head down the homestretch**
Mid-September	**Announcement of results of NEA Presidential endorsement**

NEA-PAC Asked the Candidates: WHERE DO

The responses to the 10 educational issues on these pages resulted from key questions developed by the NEA Political Action Committee. They were posed to U.S. Presidential candidates earlier this year. Responses of the candidates, with the exception of President Ford, were received in the first person. No responses were received from Ronald Reagan, Republican, former governor of California. A Reagan campaign aide said that, because of the lack of staff resources, no reply could be offered at this time. The aide added that a position paper on education will be developed later.



JIMMY CARTER
Former Georgia Governor (Dem.)

GERALD FORD
U.S. President (Rep.)

COLLECTIVE BARGAINING RIGHTS
NEA's top non-fiscal legislative priority calls for collective bargaining rights, guaranteed by federal law, for teachers and other public non-federal employees. This statute would also provide for teacher protection that employees in private industry enjoy under the National Labor Relations Act, including the right to strike.

Carter: **"I support the right of public employees to organize and bargain collectively. I would prefer binding arbitration for public safety employees. Under normal circumstances, I would not consider teachers in this category and would not interfere with their right to strike."**

Ford: **For federal employees, there is a procedure in place under Executive Order 11838 for negotiating agreements on most labor issues that seems to be working well. The President does not believe a statute is necessary. State and local employee labor relations is a matter for state law. President Ford believes that employees working for any unit of government in the areas of public health and public safety should have agreements whereby strikes are avoided. One alternative that protects both sides and the public interest is arbitration. Whatever the method, assuring the delivery of key public services must be of paramount concern.**

FINANCING PUBLIC EDUCATION
NEA's top fiscal legislative priority states that the federal share of financing public education must be at least one-third the total cost. This is to insure that state and local governments can provide educational equity and a comprehensive education for all Americans. The federal government currently contributes only eight percent of public school expenditures.

Carter: "I believe public education is a top budgetary priority. The federal share of public education costs was about 8 percent in 1974. If existing inequalities are to be eliminated and American teachers provided with a decent standard of living, the portion must be increased. As President, I will initiate as a major and early priority a comprehensive attack upon the basic problems of education in America with particular emphasis on the obviously inadequate system of financing."

Ford: The proper functioning of our education institutions is essential to our national well-being. Certainly it cannot be neglected. Education, fortunately, is one area which does not depend mainly on decisions by, or funds from, the federal government. Education rests with state and local education agencies, and the President feels this is as it should be. He does not believe the federal government should significantly increase its involvement.

A CABINET POST FOR EDUCATION
NEA urges the establishment of a Cabinet-level U.S. Department of Education separate from the Department of Health, Education, and Welfare as a means to bring into sharper focus the nation's educational needs.

Carter: **"I am in favor of creating a separate Cabinet-level Department of Education. Generally, I am opposed to the proliferation of federal agencies, now numbering some 1,900, which I believe should be reduced to 200. But the Department of Education would consolidate the grant programs, job training, early childhood education, literacy training, and many other functions currently scattered throughout the government. The result would be a stronger voice for education at the federal level."**

Ford: **The creation of a separate Cabinet-level Department of Education has been raised on a number of occasions. While the President understands why this is an attractive idea to some, he presently believes that there are other considerations which make continued association of education with other human resource programs very important. The interrelationship between the various parts of HEW is considerable and President Ford thinks that on balance it is best to keep it as one Department. He appreciates the sincerity of those who believe otherwise.**

PRESIDENTIAL APPOINTMENTS
NEA believes that criteria for Presidential appointments in the field of education must be based on significant accomplishments in the educational community and that these appointments should be made after consulting with NEA.

Carter: "I will consult with NEA on matters of policy and before making educational appointments. I will seek out experts in every field of education, including NEA teacher-leaders. I will make all appointments on a strict basis of merit."

Ford: The President believes it is essential that the [education] proposals he develops reflect extensive consultations with individuals, organizations of elected public officials, and leaders of the education community. President Ford will continue to direct White House staff and officials of the Department of Health, Education, and Welfare to seek aggressively the advice of parents, teachers, students, and interest groups. NEA, as the largest education organization, will be encouraged to accept a leadership role in working with the Ford Administration on policy decisions.

TEACHER RETIREMENT
NEA supports legislation which would increase the freedom of the nation's teachers to move employment across state lines without substantial loss of retirement benefits due to artificial restrictions on portability. Lifting of such restrictions would encourage experienced teachers to go into areas where their skills and expertise are most needed without penalizing them for their dedication.

Carter: **"I would recommend and sign into law a measure which would allow teachers to transfer earned retirement benefits from one retirement system to another."**

Ford: **The President is sensitive to the problem of pension portability and, in particular, the situation which faces many teachers who have served in more than one state. This is a question which clearly does merit careful study and the Congress has initiated a review under the Pension Reform Act of the whole subject of pension portability, as well as a comprehensive study of all retirement plans for public employees. The President feels he should await the results of those studies before advocating specific action.**

YOU STAND?

HENRY JACKSON
U.S. Senator,
Washington (Dem.)

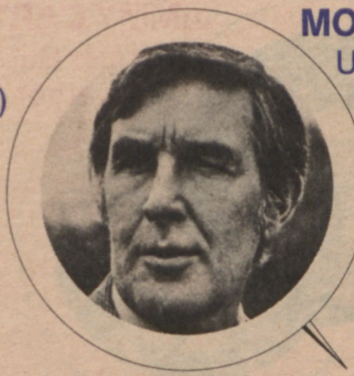
"I support the right of teachers and other public employees to strike. A sound collective bargaining system will appreciably decrease teacher dissatisfaction, and will thereby benefit teachers, their students, and the schools, and I support such a proposal. I am glad to see that most states have moved in this direction. A federal bill should provide minimum standards only, allowing states with laws already enacted to continue those provisions which go beyond a national statute."

"The quality of public education in America has always been one of my greatest concerns. As President, I would attempt to assure to our schools one ingredient they cannot do without—money. I would ask Congress to increase the federal contribution to elementary and secondary budgets from the present 8 percent to 33⅓ percent. For some time, I have advocated one-third funding of education by the federal government. As President, I would recommend a specific plan to reach this goal during my own Administration."

"I have already announced that I think the Department of Health, Education, and Welfare is unwieldly, and should be reorganized into three parts. Accordingly, I would have in my Cabinet an official whose sole responsibility would be education in America. And one of this Secretary of Education's very first jobs would be to undertake a thorough study of education in America. This way, we will be prepared to adopt the policies which can help to assure a strengthening of public education in future years."

"As President, I would seek as much experienced counsel as possible to aid me in developing my Administration's educational policies. I have great respect for the NEA and it would certainly be included among those groups whose advice I would actively solicit. The specific qualifications I would look for in my highest education adviser's include, of course, a strong commitment to furthering educational excellence in America. But, in addition to this, it is important for many of these people and their more junior colleagues to have had a strong background in the classroom."

"I think that teachers should be guaranteed the right to substantially carry their retirement benefits with them from state to state. The purpose of a pension program is to make it possible for people to retire with dignity. Portability is essential to achieve this goal and I support it."



MORRIS UDALL
U.S. Representative,
Arizona (Dem.)

"For 40 years the right to collective bargaining has been one of the most central and precious in American life. Today that right is denied to many. Only 30 states, for example, have laws requiring good faith bargaining with public employees, and these laws range from good to totally inadequate. I believe that the National Labor Relations Act should be amended to extend its coverage to public employees. All teachers should enjoy the right to collective bargaining. This law would grant the right to strike but should also include a provision allowing teachers to opt for binding arbitration."

"Cutbacks in funding for education have simply been more drastic in recent years than in other areas of federal spending. This trend must and can be reversed. We may not be able to afford one-third federal funding immediately, but the existing share is inadequate. Federal funds should be allocated according to school population, need, and state and local tax effort, and equitable distribution of funds among schools in each district must be required. The exact level of federal support will necessarily depend on the rate of economic recovery in the next three years."

"While I am well aware of the need to upgrade the importance of the Office of Education, I am not yet convinced that establishing OE as a separate agency at the cabinet level is the answer to the myriad of problems that exist. We certainly can change the focus of decision-making from third-level White House assistants to accountable officers in the Office of Education. I would certainly consider a proposal for a separate cabinet office as part of an overall program of reorganization of the federal bureaucracy along functional lines."

"I want as broad a range of views as possible from teachers, parents, administrators and community leaders on education policy. As President, I pledge to open the doors of communication between educators and government, to stimulate a serious debate on the future of education in this country. I will make every effort to consult regularly with NEA on important decisions affecting education. I will look for competent and dedicated people with proven administrative skills, who command the respect and admiration of their peers, and leaders of proven independence and creativity."

"Many of the nation's teachers now lose retirement benefits if they move across state lines. A federal-state program is needed to permit teachers to purchase out-of-state retirement credits at low cost and to require states to provide vesting of retirement credits within a short period of time. Students should not be denied the benefits of teacher mobility and teachers deserve a fair trial."

GEORGE WALLACE
Governor, Alabama
(Dem.)

"This matter should be left up to the various states. I see no need for a federal statute which would take precedence over state statutes. I have always supported collective bargaining and the right to belong to labor unions."

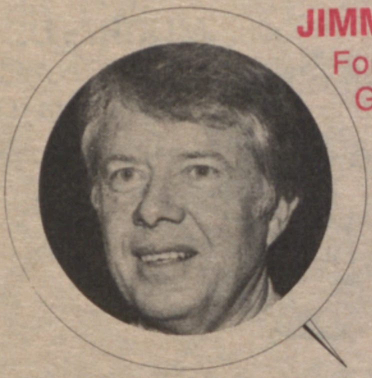
"I consider education as a number one budgetary priority. I believe only through education will we bridge the gap between the needs of today and the hopes of America tomorrow. . . . Educational funds must come in part from the federal government if we are to achieve the fulfillment of dreams for our schools. As to an amount, I am not certain. I do not believe the federal government should dictate to the states or local government. These individual states and local governments should have the right to make decisions at the local level."

"As President, I would provide cooperation to all states to lift education to its proper role as a number one priority. I have often spoken out for a separate Department of Education. It is important that we do this."

"Certainly parents, educators, and representatives of the various teacher groups should be consulted because a full input of ideas and thoughts in public schools is needed sorely. The specific qualifications that I would search out in appointing these various individuals would be: (1) Is the person qualified by background and actions? and (2) Is the person interested in serving public education or is he merely serving his own vanity or political ambitions by seeking an appointment? I believe we should appoint people who have the confidence of the teachers as well as the general public."

"The right to retirement benefits is earned, not given to teachers. These benefits belong to them. They should have full decision on what to do with them without penalty to teachers."

NEA-PAC Asked the Candidates: WHERE DO



JIMMY CARTER
Former Georgia
Governor (Dem.)

GERALD FORD
U.S. President
(Rep.)

SEX DISCRIMINATION
NEA insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities. The Association supports the Equal Rights Amendment and calls for enactment and full funding of the Women's Education Equity Act.

Carter: **"As President, I would ensure that (1) laws prohibiting sex discrimination in employment, advancement, education, training, credit, and housing be strictly enforced; (2) strong efforts be made to create federal legislation and guidelines to eliminate sex discrimination in health and disability insurance plans; (3) social security laws be revised so that women would no longer be penalized; (4) women have equal access to health care systems and voluntary family planning programs; (5) adequate child care be made available to all parents who need such care for their children."**

Ford: **President Ford signed HEW's Title 9 regulations last year, joining all Americans in a commitment to eliminate sex discrimination in the U.S. schools. Those regulations call for schools and colleges to begin a self-examination to identify and end any discriminatory practices which may exist. In addition, President Ford's Administration is working hard to upgrade women in the Executive branch. The President supports the action taken by the Secretaries of the Departments of Labor and HEW to seek public support to expand job opportunities for women and minorities.**

CIVIL AND HUMAN RIGHTS
NEA is committed to the maintenance and expansion of civil and human rights for all Americans and to the reasonable use of resources to meet critical human needs. The NEA will continue to support legislation which enforces civil, human, and political rights of all citizens and to oppose any abridgement of these rights.

Carter: "The best thing that ever happened to the South in my lifetime was the Civil Rights Act and other related court decisions. Guarantees of equal participation in the political process similar to those provided in the Voting Rights Acts should be extended to all parts of the nation where minority representation and participation are clearly inadequate. We as a nation must act affirmatively and aggressively to compensate for decades of racial discrimination. This includes a commitment to increase minority representation in public jobs and policy-making."

Ford: President Ford would insist upon enforcement of all civil rights laws and court mandates. As a member of Congress, Gerald Ford voted for these, and as President, it is his Constitutional duty to see that they are enforced. Moreover, when the Congress extended the Voting Rights Act it extended it for an additional seven years and expanded the coverage to Spanish speaking and other Americans.

HEALTH SECURITY
NEA supports national health security federal legislation which would provide comprehensive coverage of hospitalization charges, physicians' services and fees, and prescription drug expenses to all persons, regardless of age or income, who are citizens or residents of the United States.

Carter: **"I support the concept of national health insurance. I favor a system of comprehensive national health insurance which guarantees every person as a right as much care as he or she needs, with minimum or no deductibles or coinsurance, and with cost and quality controls."**

Ford: **The President is concerned that all Americans have access to quality health care, but he does not believe the government can realistically afford federally dictated national health insurance providing full coverage for all 215 million Americans. President Ford looks forward to the day when the private health insurance system may be used to offer more middle income families high quality health services at prices they can afford and shield them also from catastrophic illnesses. The President has already taken a step in this direction with his proposal to protect our elderly against the costs of catastrophic illness.**

PAROCHIAID
NEA will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic students. The Association also opposes tax credits for tuition to nonpublic schools.

Carter: "I will uphold the rulings of the Supreme Court on the use of public funds to support church-related schools."

Ford: The diversity which results from the existence of both public and nonpublic schools makes for better education for all children. The President hopes to develop ways to provide federal aid to nonpublic schools that will be sustained by the courts. President Ford would give serious consideration to a Constitutionally supportable tax credit proposal, but this is not to minimize the difficulties involved in developing such a proposal. Parents should have the option of nonpublic education for their children, and tax credits would ease the financial burden many families now bear.

COPYRIGHT LAWS
NEA finds that outdated laws governing copyright severely restrict the tools available for use by the teacher in the classroom. NEA seeks legislation that would include provision for fair use, not-for-profit use of copyrighted materials, so that teachers and educational institutions may have a limited right to copy and use materials.

Carter: **"I understand the intricacies of this situation. I am studying it and will formulate legislation that is fair to both teachers and publishers."**

Ford: **President Ford believes that teachers and university researchers should have a limited exemption under the copyright laws. However, a final determination must still be made as to the precise extent of this exemption. The President hopes that both authors and publishers on the one hand—and teachers and university researchers on the other—would agree on the principle that the duplication of materials for scholarly or classroom purposes be limited as little as possible, as long as the duplicated material is not offered for sale.**

YOU STAND?

HENRY JACKSON
U.S. Senator,
Washington (Dem.)

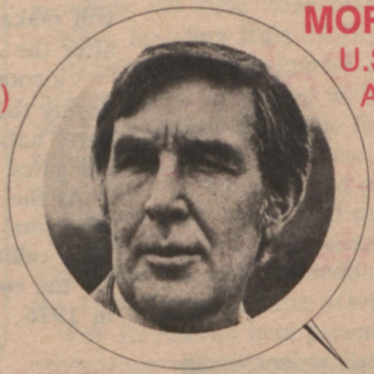
"Our nation has suffered an incalculable loss through its failure to seek out and appoint well-qualified women to decision-making positions, not just in education and government, but in all areas of national life. And while the loss can never be recouped, we can resolve now to stop wasting the talents of half our population. The place for that to begin is in the highest councils of government. As President, I will actively recruit well-qualified women to fill important, substantive positions in all areas of my Administration, including education posts."

"As a legislator, I was a strong supporter of the Civil Rights and Voting Rights Acts in the Congress and was a consistent opponent of the many attempts to weaken this legislation. As President, I would insist on strong enforcement of these vital laws that we worked so arduously to enact."

"America is now paying an enormous and rapidly growing bill for health care—$118 billion—and is not receiving full value in return. Most Americans simply cannot afford the medical care they and their families need, for the costs of doctor's bills and hospital care have gone sky-high. The only way to bring costs under control and provide adequate care for all Americans is to institute a system of national health insurance. I will co-sponsor the Kennedy-Corman Health Security Act, which is the best effort thus far to design a national health security plan for all Americans."

"The question of public funding of private education involves difficult Constitutional issues. For instance, no method has yet been found to support parochial schools without, in the eyes of the courts, violating the First Amendment separation of Church and State. Were large numbers of private school children shifted to the public schools, the new burden on the public schools would be enormous. I would recommend that a Presidential Commission be established under the new Secretary of Education to study the questions of public support for private education."

"Teachers and university researchers should have a limited exemption under the copyright laws."



MORRIS UDALL
U.S. Representative,
Arizona (Dem.)

"Our top priority in this regard is the prompt ratification of the Equal Rights Amendment. I strongly support the ERA, and will continue to work for its ratification. As President, I would use executive authority to insure that the Federal government becomes a model for the rest of society in eliminating all vestiges of discrimination based on sex. . . . The Udall Administration will be committed to affirmative action—and men and women who believe in this concept and in equal rights will head the agencies responsible for enforcing and regulating the laws."

"I believe the top civil rights priority of the next decade will be the struggle for economic justice. But there is also a need for full and vigorous enforcement of the civil rights laws now on the books—to remove case backlogs and uncertainty in enforcement agencies, to stop the footdragging and outright refusals to enforce the law that we have seen. As President, I would insist upon strict enforcement of all civil rights laws, and, unlike our last two Presidents, I would appoint men and women who deeply believe in these laws to administer them."

"I have been a sponsor of the Kennedy-Corman Health Security Act for several years. I believe very strongly that we must establish a system of national health insurance. This legislation would provide total coverage regardless of the ability to pay and also help control the skyrocketing costs of medical services."

"The First Amendment precludes the use of public funds to support church-related schools and the Supreme Court has properly prohibited this in a number of landmark cases. Public monies for nonpublic school students should be limited to such things as public welfare programs, school lunch and other services not related to the instructional process. I do not support legislation to provide tax credits for tuition to nonpublic schools."

"Teachers and university researchers should have a limited exemption under the copyright laws."

GEORGE WALLACE
Governor, Alabama
(Dem.)

"Women should be treated fairly and equally in every phase of our life without discrimination."

"I would insist on fair and equal treatment of every individual, regardless of race, creed, color, or national origin. I support laws that guarantee such treatment."

"I do not favor socialized medicine. I support a strong national health insurance plan based on the free enterprise concept."

"This is moot. The courts have ruled on this matter."

"Copyright laws were created to protect the individuals who write, compose, create, and the like. I can see that educational material, gathered solely for educational use, should have protection and exemption. If it is used for commercial purposes, it should not have an exemption."

NEA Annual Meeting Miami Beach

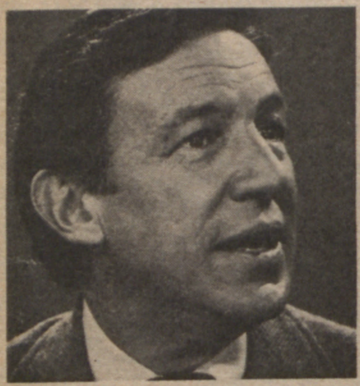
THE AGENDA: Politics and the Bicentennial

MIAMI BEACH, FLA.—Political action will take center stage during NEA's 114th Annual Meeting June 26-July 1 at Convention Center here.

Front-runner Presidential candidates from the Republican and Democratic parties will be invited to address the Representative Assembly as it prepares to determine NEA's choice for U.S. President, the Association's first such endorsement in its 119-year history. The 10,000 delegates will make their endorsement choice in a mail ballot shortly after the Annual Meeting.

Videotaped interviews with candidates will also be shown during the Meeting and representatives from both the major party national committees will be available to discuss delegates' political concerns.

At the Meeting, delegates will vote on an NEA Board of Directors' recommendation to rescind the 1975 New Business Item calling for a "no endorsement" choice on the ballot for the endorsement of a candidate for the U.S. President in 1976.



Mike Wallace
Critical Issues Speaker

Helvi Sipila
UN Assistant Secretary-General

Martin Agronsky
His "Company" Will Perform

CRITICAL ISSUES LOOK TO THIRD CENTURY

The 1976 Critical Issues Conference—designed as a one-day, fast-paced idea-fest—takes place Saturday, June 26. Built around the theme, "America's Third Century: The Teachers' Unfinished Agenda," it will be opened by NEA President John Ryor at 9 a.m. in the North Hall of the Convention Center.

Morning session speakers are the well-known CBS-TV journalist Mike Wallace and Helvi Sipila, who is UN assistant secretary-general for social development and humanitarian affairs. The ideas of Wallace and Sipila will be probed by a reaction panel that includes William Lucy, international secretary-treasurer of the American Federation of State, County, and Municipal Employees; Liz Carpenter, co-chairperson of ERAmerica; Carmen Maymi, director of the Women's Bureau of the U.S. Department of Labor; and John Thompson, secretary-general of the World Confederation of Organizations of the Teaching Profession.

The Critical Issues luncheon will provide a change of pace, but not a breather in the tightly scheduled day. Luncheon speaker is Mark Russell, perhaps America's number one political satirist—certainly its most sophisticated. (Tickets for the luncheon, at $10, are available to delegates through their state associations.)

The afternoon program on Saturday begins with a free-wheeling open forum on political power by an outstanding panel of national journalists. Martin Agronsky, host of the television program "Agronsky and Company," will chair the panel, which will include *Time* and *Chicago Daily News* Washington bureau chiefs Hugh Sidey and Peter Lisagor, and syndicated columnists Elizabeth Drew, Carl Rowan, and James J. Kilpatrick. Then, NEA Executive Director Terry Herndon will moderate an interaction session among members of the audience and Senators Walter Mondale (D.-Minn.) and Ted Stevens (R.-Alaska), representing the Platform Committees of the National Democratic and Republican Committees.

REPRESENTATIVE ASSEMBLY CONVENES

The first business session of the NEA Representative Assembly, the largest deliberative body in the world, will begin at 2 p.m. Sunday, June 27, with President John Ryor presiding. Registration, exhibits, and open hearings on the budget, resolutions, and bylaws will be held earlier in the day.

A celebration of the nation's Bicentennial and NEA's observance of it will be held beginning at 6:30 the evening of June 27. Highlighting NEA's Bicentennial theme, "A Declaration of Interdependence: Education for a Global Community," the get-together will also afford delegates a chance to meet the candidates running for NEA office.

Other Meeting activities are planned in conjunction with NEA's celebration of the nation's Bicentennial. A special NEA Women's Hall of Fame will feature five women from each state who have made significant contributions to education through the united teaching profession.

The President's Bicentennial Ball, June 30 in the Grand Ballroom of the Fontainebleau Hotel, will also be the scene of Bicentennial tributes. Special Bicentennial Awards will be presented by President John Ryor to one person nominated by each of NEA's 53 state affiliates who has demonstrated a living testimony to the principles upon which the NEA Bicentennial program is based.

Some 2,000 persons are expected to attend the 10th Annual Human Rights Awards Dinner scheduled for June 28 at the Deauville Hotel.

DAY-BY-DAY SCHEDULE OF EVENTS

JUNE 25
12 Noon—7 p.m.
Delegate & Non-Delegate Registration
12 Noon-5 p.m.
Exhibits
Campaigning

JUNE 26
7 a.m.-8:30 a.m.
State Delegation Meetings
8 a.m.-7 p.m.
Delegate & Non-Delegate Registration
9 a.m.-5 p.m.
Campaigning/Exhibits
Critical Issues Conference

JUNE 27
7 a.m.-8:30 a.m.
State Delegation Meetings
8 a.m.-10 a.m.
Delegate Registration
8 a.m.-5 p.m.
Non-Delegate Registration
9 a.m.-12 Noon
Exhibits
9 a.m.-10:30 p.m.
Campaigning
9 a.m.-11 a.m.
Open Hearing/Budget
11 a.m.-1 p.m.
Open Hearings/
Resolutions
Bylaws
2 p.m.-5 p.m.
Representative Assembly
6 p.m.-7 p.m.
Board of Directors
6:30 p.m.-1:00 a.m.
Meet the Candidates
Bicentennial Friendship Night

JUNE 28
7 a.m.-9:30 a.m.
State Delegation Meetings
7 a.m.-12 Noon
Voting for Officers
9 a.m.-5 p.m.
Non-Delegate Registration
10 a.m.-5 p.m.
Representative Assembly
7 p.m.-10:30 p.m.
Human Rights Dinner

JUNE 29
7 a.m.-9:30 a.m.
State Delegation Meetings
7 a.m.-12 Noon
Voting on Amendments
(Run-off election, if necessary)
9 a.m.-5 p.m.
Non-Delegate Registration
10 a.m.-5 p.m.
Representative Assembly

JUNE 30
7 a.m.-9:30 a.m.
State Delegation Meetings
9 a.m.-5 p.m.
Non-Delegate Registration
10 a.m.-5 p.m.
Representative Assembly
9 p.m.-2 a.m.
President's
Bicentennial Ball

JULY 1
9 a.m.-12 Noon
Non-Delegate Registration
9 a.m.-1 p.m.
Representative Assembly

The official NEA Bicentennial Medallion will be available for sale at the NEA Publications booth in the Convention Center.

NEA
Annual
Meeting
Miami
Beach

Candidates for NEA Office

Delegates to the NEA Representative Assembly in Miami Beach will elect a secretary-treasurer and two members of the NEA Executive Committee. The secretary-treasurer will serve a two-year term beginning September 1, 1976. The two Executive Committee members will serve three-year terms beginning September 1, 1976.

NEA Standing Rule 10.D., on Advance Publicity, contains the following provisions:

"Candidates for executive office or membership on the Executive Committee may file their intention in writing with the Executive Director of the NEA, along with a picture and biographical data. The Executive Director of the NEA shall publish in an NEA publication sent to active members the picture and biographical statement of each candidate who has filed and presented such data by April 1. The eligibility of such candidates shall be verified prior to publication."

Marty Woodard, Minnesota, a candidate for the Executive Committee, filed for NEA office after the April 1 deadline set by Standing Rule 10.D; she will appear on the ballot at the 1976 Representative Assembly.

THE REPORTER here presents pictures and biographical statements submitted in accordance with Standing Rule 10.D.

FOR SECRETARY-TREASURER To Be Elected to a Two-Year Term

Nancy Clark

Nancy Clark—classroom teacher, state legislator, teacher advocate—views the position of Secretary-Treasurer as part of the NEA policy making, leadership team who must advocate the needs of the membership.

Clark, 37, is immediate past president of the Maine Teachers Association. She served four years on the MTA Executive Committee and on the MTA-PACE Board of Directors. She is a member of the NEA Committee on Educational Finance.

Clark is a two-term Maine state legislator and Chairperson of the Legislative Committee on Business Legislation. She was a member of the Maine Education Subsidy Commission. She sponsored the Maine Consumer Credit Code and was House floor manager on legislation revising the Maine Banking Code.

John T. McGarigal

John T. McGarigal, the present secretary-treasurer of NEA and a member of the Executive Committee, was elected treasurer at the Chicago Convention in 1974 and became the first full-time secretary-treasurer upon the implementation of the new Constitution and Bylaws on September 1, 1975. Prior to his election, he represented Massachusetts on the NEA Board of Directors and has served as a member, vice-chairperson, and chairperson of the Program and Budget Committee during the past four years. Mr. McGarigal distinguished himself in service to the teachers of Massachusetts for over 25 years.

His extensive business background and past experience in education and as NEA secretary-treasurer provides the comprehensive qualifications needed to continue in the position.

Merlyn (Pete) Smith

Pete Smith has been a teacher for 20 years. For the last five years he has combined counseling with teaching. • **Local Association**—Charter president; negotiator; member of collective bargaining team; chairperson of legislative committee. • **State Association**—Member of Board, 9 years; delegate to Representative Assembly, 14 years; chairperson of welfare committee, 2 years. • **NEA**—Member of Board of Directors, 9 years; member of Committee on Program and Budget, 7 years (chairperson 3 times); chairperson of West Coast Council.

His specific qualifications include: • Full knowledge of NEA's financial and budget functions; • Competence in finance as a business teacher and employee in finance-related private industry; • Extensive credentials as a teacher advocate at local, state, and national levels.

FOR TWO POSITIONS ON EXECUTIVE COMMITTEE Two To Be Elected to Three-Year Terms

William (Bill) F. Cummings

Bill Cummings, presently a member of the NEA Executive Committee, serves as liaison to the NEA Human Relations Committee. A junior high social studies teacher, he has been a Georgia educator for 18 years.

He served as GAE president in 1974-75, its first year under unification when state NEA membership more than doubled. Bill has a successful record of leadership:

NATIONAL: NEA Human Relations Council; NEA Resolutions Committee—7 years; NCSEA; ACT-NEA Advisory Council. STATE: GAE President, Governing Board, and Executive Committee; Member, Political Action Committee for Education; Member, Board of Trustees of Georgia Teachers Retirement System; President, ACT-GAE. LOCAL: President (twice); Treasurer; Building Representative; Chairperson: 6 committees.

Rocco (Rocky) T. Dattola

Pennsylvania's Rocky Dattola, an aquatics teacher for the Pennsbury Schools, completes his one-year Executive Committee term. Dattola has participated in association activities for 20 years on the local, state, and national levels, serving as Pennsylvania's NEA director for six years and on the PSEA Board of Directors for 11 years.

Rocky served as president of the PSEA Mideast Region, Bucks County Education Association, and the Pennsbury Education Association. He was negotiator and strike manager for the Pennsbury association.

The NEA Executive Committee must work as a team under the leadership of President Ryor. Dattola seeks a full three-year term on this winning team to help build a new state affiliate in New York and win a national collective bargaining bill to protect teachers.

Ed Dickau

Ed Dickau, a Rootstown, Ohio, history teacher, graduated from Central Connecticut College and Kent State University. A local association president for nine of his 12 years of teaching, Ed also served as president of his county association and the 30,000-member North Eastern Ohio Teachers Association.

He is an Ohio Education Association Executive Committee member with past service on 22 OEA committees. Recognized for his expertise in Association governance, Ed has chaired local, county, district and state level constitution committees. He was vice-chairperson of the Style/Final Form Committee at NEA Con Con.

As an Ohio NEA director, Ed has served as liaison to the National Department of School Nurses and on the NEA Committee on ByLaws and Rules.

Carl E. Hedstrom

Carl Hedstrom has been a teacher of high school social studies in Upper Darby, Pennsylvania, and Great Neck, New York, since 1953.

He has been chief negotiator and president of his local, the Great Neck Teachers Association. As chairperson of his local PAC, Hedstrom helped to engineer the passage of school appropriation consistent with the needs of youth.

A former NYSTA vice-president, Carl's chairpersonship of NYSTA-VOTE (18th AD) was crucial in achieving election of one of New York's most pro-education legislators. As a founding member of the newly organized NYEA, he serves on its Board of Directors.

He has been NEA delegate since 1967, chairperson of the Con Con Rules Committee, and member of the Committee of Twelve.

Robert Lipscomb

Robert Lipscomb, high school mathematics teacher in Huntsville, Alabama, is currently serving an interim term on NEA Board of Directors; his fifth year on NEA-IPD Committee, chairperson two years; and as vice-chairperson of NEA Council of the Southeast. He was a delegate to Con Con.

An advocate of collective bargaining, strong IPD programs and political action, Bob led the fight against the Governor's attempts to raid the Education Trust Fund of education dollars. Immediate Past-President of the Alabama Education Association, he is a member of Alabama's Political Action Steering Council and serving his seventh year on AEA Board of Directors.

A teacher's teacher, Bob served three terms as local president.

"The end of Al Shanker's last-ditch effort to win control of America's teachers"

NEA BOARD RECOGNIZES NEW YORK AFFILIATE

WASHINGTON, D.C.—The NEA Board of Directors has formally recognized the New York Educators Association as the official NEA affiliate in New York State. NYEA replaces the New York State United Teachers (NYSUT), ending what NEA President John Ryor termed "Al Shanker's last-ditch effort to win control of America's teachers."

NEA recognition of NYEA brings one of the nation's longest jurisdictional battles back to New York City, where the American Federation of Teachers, AFL-CIO, struggle to win the loyalties of the nation's teachers began almost 30 years ago.

Following a string of AFT representation election losses to NEA in such major cities as Portland, Seattle, Baltimore, Denver, Cincinnati, and Honolulu, Shanker's union abandoned confrontation with NEA and promoted national merger of AFT and NEA under the theme of "teacher unity." Only New York State opted for such a merger, creating the 200,000-member NYSUT in 1972.

Despite NYSUT's efforts, merger talks on the national level failed and the AFT-expected parade of locals and states agreeing to merger with AFL-CIO affiliation failed to materialize. Finally, in March 1976, NYSUT voted to disaffiliate from NEA and the new NEA affiliate, NYEA, was created.

"Shanker's frustrated dream of bringing two million teachers into the AFT should not block any teachers from continuing to receive the services and assistance they need," said NEA President Ryor. "That's why NYEA exists, and that's why teachers are joining our new NEA affiliate."

Some 10,000 teachers and 38 former NYSUT locals have already voted to join NYEA, with many more affiliations expected. Tom Pisa, president of the Buffalo Teachers Federation and acting co-chairman of NYEA, noted: "Buffalo teachers were the first to join NYEA because we don't want to give up NEA affiliation. We're staying with the mainstream of America's teachers."

NYEA interim co-chairman Ed Robisch of Wappingers Falls said: "We tried the merger experiment in good faith, and it didn't work. NYSUT-AFT serves the personal ambitions of Albert Shanker far better than the needs of New York teachers—and that kind of union isn't what New York teachers want."

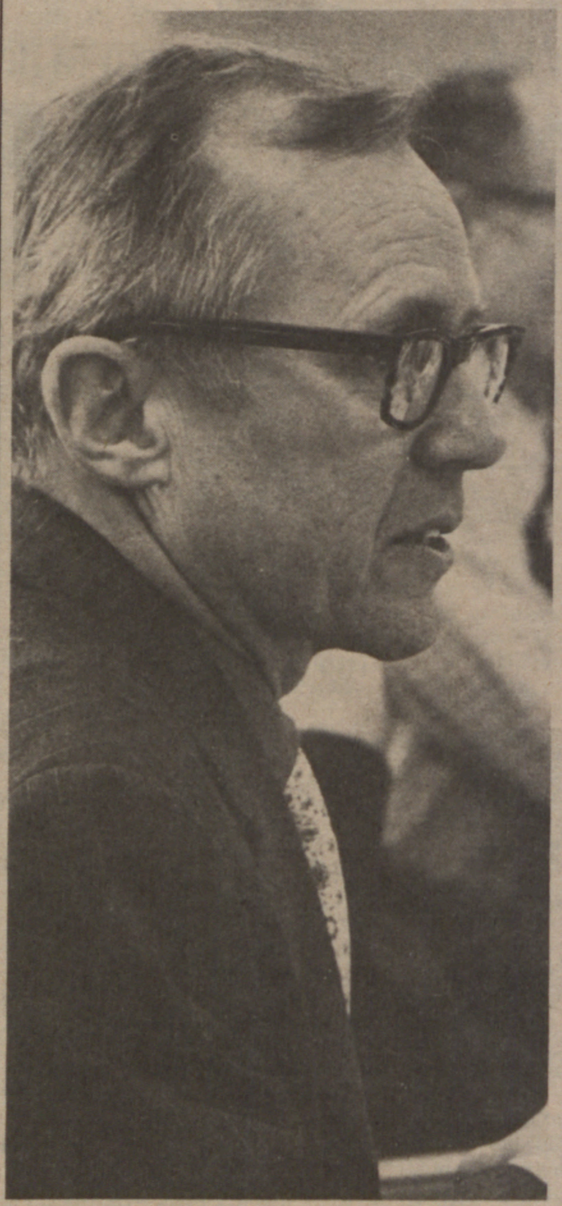
16 RUN FOR NEA HIGHER EDUCATION COUNCIL SEATS

MIAMI BEACH, FLA.—Sixteen candidates will vie for NEA Higher Education Council positions when the NEA Annual Meeting convenes here June 26-July 1. The Council, which provides Association governance with input from NEA's 55,000 higher ed members, consists of two officers, an at-large minority delegate, and 10 regional representatives.

Candidates for the one-year 1976-77 chairperson term are: John Philip Schuyler, Bristol, R.I.; Ray House, Memphis, Tenn.; and James Davenport, Ann Arbor, Mich. Candidates for the one-year term of vice-chairperson are: Wasdon Graydon, Jr., Tifton, Ga.; Everette Abram, Youngstown, Ohio; James M. Alarid, Las Vegas, N. Mex., and John M. Pacheco, N. Mex.

Representatives for five of the ten higher ed regions will also be elected. Regional reps serve for two-year terms. Candidates are: *Region 4* (Vermont, Rhode Island, Massachusetts, Maine, Connecticut, New Hampshire), Arthur Silva; *Region 5* (New Jersey, Maryland, Virginia, West Virginia, Delaware, District of Columbia), Howard Parish (incumbent); *Region 6* (North Carolina, Georgia, Tennessee, South Carolina, Florida, Kentucky, Alabama, Louisiana, Arkansas, Mississippi), Donald Marsian (incumbent), Elise Yancey, and Andrea Savage; *Region 7* (Ohio, Indiana, Missouri, Illinois, Michigan), Robert Hildebrand and Robert Yien; and *Region 10* (Colorado, Utah, Idaho, Wyoming, Oregon, Alaska, Montana, Washington), Mildred McBride and Robert Slack.

NEA Review Board Ready for Action



Nick Duff
"Obviously, there are some kinds of actions we would rather not have to take."

WASHINGTON, D.C.—"The Review Board is now ready for action, even though there are obviously some kinds of actions we would rather not have to take," Nick Duff, who chairs the newly created NEA Review Board, has announced. Duff said that Review Board policies and procedures have been mailed to all state affiliates and UniServ units.

Established by the nine-member Review Board and approved by the NEA Board of Directors in keeping with the mandates of the new NEA Constitution and Bylaws, the policies and procedures have been reviewed by both inside and outside independent legal counsel to insure maximum standards of due process and fairness.

In brief, the "teeth" in the Review Board operations are as follows:

Impeachment of Officers. Impeachment charges may be initiated by petition of 15 percent of certified Representative Assembly delegates. Charges must be for violation of the Code of Ethics, or for misfeasance, malfeasance, or nonfeasance in office. The Review Board, after making certain the petition is valid, will conduct a full-blown hearing involving the charging party and the officer. If six of the nine board members sustain the charges, the person charged is tentatively removed from office. However, this person is guaranteed the right of appeal to the Board of Directors, two-thirds of whom can overturn the charges and restore the officer.

Censure, Suspension, or Expulsion of Members. Charges can be initiated by (a) governing body of an NEA affiliate that the person belongs to, (b) 10 or more NEA members, or (c) the NEA Executive Director when requested by an NEA member or officer. Charges must concern willful violation of written NEA policy such as the Constitution or Code of Ethics, or attempts to interfere with implementation of such policy.

After reviewing charges, the Board must schedule a hearing if three or more members request it. The Board may accord appropriate weight to actions by state and local affiliates but is not bound by their findings or conclusions.

Review of Governance Action. Actions of the Executive Committee, Board of Directors, or Representative Assembly may be challenged for inconsistency with the Constitution or Bylaws. The review may be initiated by one of these three bodies, a state or local affiliate, or 10 percent of the certified Representative Assembly delegates.

The Review Board, after considering the petitions, may schedule a hearing or take other action to determine the validity of the challenge. If the challenged action is found to be inconsistent with the Constitution and Bylaws, the Review Board will report this finding to the appropriate governing body and when necessary, recommend remedial action.

WCOTP Leaders Call for Emphasis on International Teacher Needs

MORGES, SWITZERLAND—Leaders of the World Confederation of Organizations of the Teaching Profession (WCOTP), meeting here in executive session March 19-23, called for new emphasis on WCOTP's function as the strongest international teachers' representative.

NEA President John Ryor, representing the U.S., was among the 14 WCOTP executive committee members from 12 countries who attended. The committee stressed the need for WCOTP to develop its unique position as the mouthpiece for teachers' interests, not only regarding diverse regional and national needs but also for a clear international perspective.

WCOTP President Wilhelm Ebert of the Federal Republic of Germany said WCOTP would intensify pressure on inter-governmental agencies to change their structures to give teacher representatives more significant input.

Committee members also discussed some major factors affecting WCOTP work throughout the world and launched a study of WCOTP policy in the areas of political action and human rights.

NEA will serve as host organization when WCOTP delegates meet in Washington, D.C., August 4-11, for their 25th general assembly, with the theme "Education for a Global Community."

NEA PRESIDENT JOHN RYOR represented the United States at the world meeting.

WCOTP PRESIDENT WILHELM EBERT (left), of the Federal Republic of Germany, chaired the session. Speaking (center) is WCOTP Secretary General John Thompson. At right is WCOTP Vice-President Fay Saunders of Jamaica.

NEA LOBBYISTS MEET WITH CIVIL RIGHTS WORKER Clarence Mitchell, Jr. (center). Mitchell—the nation's chief civil rights lobbyist—is held in such high esteem on Capitol Hill that he is often referred to as the 101st Senator. Conferring with him are Alfred Carr (left), NEA legislative consultant, and James W. Green, NEA manager for legislation. To further its commitment to the maintenance and expansion of civil and human rights for all, NEA is a member of a coalition of more than 120 national organizations united to bring about federal legislative and executive action to assure full equality. Called the Leadership Conference on Civil Rights, the coalition has been credited with enactment of legislation on school desegregation, voting rights for minorities, and bilingual and vocational education.

Former NEA President Wins Nomination

Helen Wise
Seeks Assembly Seat

STATE COLLEGE, PENNA.—Helen M. Wise, who served as NEA President in 1973-74, won the Democratic primary for the 77th Legislative District here with a vote of 3,681 to 2,186 for her opponent. She carried 36 of 37 precincts in her bid for a state General Assembly seat.

Wise will run in the November election against a candidate who won the Republican primary by fewer than 200 votes.

HERTZ DISCOUNTS FOR MEMBERS

WASHINGTON, D.C.—NEA Special Services and the Hertz Corporation now offer unified members a daily discount program of 25 percent off regular time and mileage rates for automobile rentals. Hertz has more than 3,000 national and international outlets. For details on this new program, review the current issue of ECO-NEA's Catalog of *ECO*nomic Services.

NEA LOBBIES FOR YOU:

The 94th Congress–A Long Agenda with Time Running Out

WASHINGTON, D.C.—Election years eat into the time Congress can devote to pending bills, and 1976 is no exception. Assuming that Congress adjourns on schedule—October 2—it has less than 80 working days to go, taking into account the usual Memorial Day, July 4th, and Labor Day holidays, plus time off for the Democratic and Republican conventions.

Thus, few bills not already moving through committees are likely to be considered in this session. Here is a brief report on the status at press time of major issues of concern to NEA (see also the table at right).

Federal Budget, Fiscal 1977 (H Con Res 611, S Con Res 109). The Senate and the House have passed spending ceilings for the 1977 fiscal year beginning October 1. For education, the Senate has approved $11.3 billion; the House total is $10.5 billion. Differences between the House and the Senate must be reconciled by May 15, and the ceilings within each major budget category control the amounts that can be appropriated for the coming year.

Any appropriation exceeding the ceiling must be approved by a waiver agreed to by both the Senate and the House. Because waivers are hard to pass, NEA has lobbied intensively for the highest possible ceiling for education spending for fiscal 1977, and has convinced the conferees to adopt the Senate position on education.

Appropriations. The House has passed a major supplemental appropriations bill for fiscal 1976 and is preparing to mark up education appropriations for 1977. The supplemental appropriation includes $375 million more than the Appropriations Committee recommended; at NEA's urging the House added $315 million to amounts earmarked for Basic Education Opportunity Grants and $60 million for educating the handicapped.

NEA and its allies in the Committee for Full Funding have proposed major increases over the 1976 education appropriations and the Administration's requests for 1977—mainly for ESEA Title I, impact aid, education of the handicapped, and higher education. Floor action on the 1977 appropriation was expected after May 15.

Vocational and Higher Education. The Senate Labor and Public Welfare Committee has reported an omnibus bill to amend and extend existing federal programs in vocational and higher education and the authorization for the National Institute of Education. The House Education and Labor Committee held separate hearings on the three programs and the House is debating two separate bills—one combining the vocational educational extension and NIE authorization, the other extending higher education legislation.

NEA has supported House moves to combine the three measures so that conferees could meet on generally comparable packages, thus speeding the enactment process and giving Congress time to pass the bills prior to the expiration of the programs June 30. Reauthorization of the programs must be accomplished by June to enable the Appropriations Committee to establish funding for all HEW Education Division programs in a single measure.

Revenue Sharing (HR 6558). After months of hearings and debate, the House is discussing a controversial bill to extend the General Revenue Sharing law (PL 92-512). NEA has lobbied for provisions to allow school districts to participate in the program. Under existing law, local governments (which receive two-thirds of the entire GRS fund) may not use their entitlements for public school operating expenses.

The Government Operations Committee agreed to extend the program at current levels for 45 months, and tentatively adopted language permitting local units of government levying taxes for two or more services wider latitude in spending. Under this arrangement, only fiscally dependent school districts could use revenue sharing funds for operating expenses. State governments, which receive one-third of the total, could continue to use their share for any purpose.

Unemployment Compensation (HR 10210). Teachers and other elementary and secondary school employees would be given permanent federal unemployment compensation coverage under legislation scheduled to reach the House floor this month. The measure, proposed by NEA and adopted by the House Ways and Means Committee, would require states to extend coverage to elementary and secondary personnel as a condition for receiving a 2.7 percent tax offset credit for employers and federal grants for administering state unemployment insurance programs.

Currently, teachers and other school employees are eligible for federal unemployment benefits only under temporary legislation scheduled to expire at the end of this year. The new bill would extend to elementary and secondary personnel federal benefits already available to employees in state colleges and universities.

Copyright Revision (HR 2223, S22). The House Judiciary Committee is scheduled to mark up a bill which would give educators and researchers a limited right to reproduce copyrighted materials, and place the burden of proving infringement on the copyright holder.

NEA is working to retain these provisions as the bill moves to the floor and to conference. The Senate bill, passed in February, contains no such provision.

National Health Insurance (HR 21, S 3). The House has held extensive Washington and field hearings on proposals for a national health insurance system. The Ways and Means Committee and the Committee on Interstate and Foreign Commerce have joint jurisdiction over this issue.

NEA has supported the Health Security Act proposed by Sen. Kennedy and Rep. Corman, and the universal, comprehensive coverage provided by this bill has the support of the major Democratic Presidential candidates. The Committees themselves are leaning toward the Health Security concept, particularly its heavy emphasis on cost containment, quality controls, and resource development.

The heavy Congressional agenda, along with the Administration's firm opposition to a comprehensive program, make it unlikely that Congress will attempt to pass a comprehensive bill in this session. Foundations for a program like Health Security have already been laid by passage of legislation establishing health maintenance organizations and planning agencies, and a bill to fund health manpower development is moving in the Senate.

Child Care Staffing (HR 9803). Despite heavy lobbying pressure by NEA, labor unions, and day-care groups, Congress failed to override President Ford's veto of a bill to provide $125 million to states to meet new federal child day-care center standards. Although the measure was designed to help states by temporary relaxation of staff ratio requirements, failure of the override motion in the Senate threatens to result in the closing of many centers and imposition of penalties on states failing to meet criteria affecting staff, health, and safety.

Gun Control (HR 11193). The House Judiciary Committee has reported a compromise gun control bill which bans the domestic manufacture, importation, and limits commercial sale of cheap, easily concealable handguns ("Saturday night specials"). But the bill would permit private possession and transfer of such weapons and use factoring criteria employed by the Treasury Department's Bureau of Alcohol, Tobacco, and Firearms to judge whether or not a handgun has a "sporting purpose." Under this system, guns are judged on a point system which considers such items as size, caliber, weight, and safety features.

Under policy adopted by the Representative Assembly, NEA has worked with the National Coalition to Ban Handguns in efforts to secure a strong law limiting the ownership of handguns.

An update on major education legislation in Congress

LEGISLATION	HOUSE BILL NO.	HOUSE ACTION	SENATE BILL NO.	SENATE ACTION
Fiscal Year 1976 Education Appropriations Provides 1976 funding of $7.5 billion for education programs. Includes 1977 forward funding for five state grant programs. NEA supported.	PL 94-94: veto overridden 9/10/75 HR 5901			
Fiscal Year 1976 Regular Labor-HEW Funds all HEW programs except education—but includes $450 million for Headstart, $5 million for runaway youth programs, and $19 million in state grants, demonstration centers, etc., to prevent child abuse. NEA supported.	PL 94-206: veto overridden 1/28/76 HR 8069			
Supplemental Appropriation FY 1976 Includes $791 million for Basic Opportunity Grants; $90 million for education of handicapped; $663 million for child nutrition; $3 million for state equalization planning; and $3 million for desegregation assistance (ESA).	HR 13172	Passed 4/13/76		Debate in Progress
First Concurrent Resolution on the Budget FY 77 spending ceilings. House figure for education is $10.5 billion; Senate allows $11.3 billion.	H Con Res 611	Passed 4/29/76 In Conference	S Con Res 109	Passed 4/12/76
Revenue Sharing—Extension Extends program for 3¾ years at current levels: NEA seeking local school district participation.	HR 6558	Reported by Gov't Operations Subcommittee		
Elementary and Secondary Assistance NEA bill to provide one-third funding.	HR 10145	Pending, Education and Labor Committee	S 2546	Pending, Education Subcommittee
Collective Bargaining—Amendment of National Labor Relations Act Deletes exemptions for public employees, including teachers, under the National Labor Relations Act, allowing them to gain collective bargaining rights. NEA supports with amendments.	HR 77	Pending, Special Subcommittee on Labor-Management Relations		
Mobile Teacher Retirement A federal-state program to allow teachers to move from one state to another during working career without substantial loss of retirement benefits. NEA supports.	HR 808	Pending, Education and Labor Committee	S 297	Pending, Labor and Public Welfare Committee
Unemployment Compensation for Teachers Provides for permanent coverage of elementary and secondary teachers under federal unemployment compensation law. NEA supports.	HR 10210	Floor action expected after 5/15/76	S 1167	Pending, Finance Committee
Health Security Act Provides comprehensive health care for everyone living in the U.S., and promotes major improvements in organization, financing, and providing of health care. NEA supports.	HR 21	Pending, Health Subcommittees (Ways and Means, Commerce)	S 3	Pending, Finance Committee

LEGISLATION	HOUSE BILL NO.	HOUSE ACTION	SENATE BILL NO.	SENATE ACTION
School Lunch Amendments Extends and expands existing school food programs. Compromise bill increases federal subsidy; expands eligibility for reduced-price lunches; requires all schools which have regular food programs to make reduced-price meals available to eligible children. NEA supported.	PL 94-105: veto overridden 10/7/75 HR 4222		S 850	
Child and Family Services Act of 1975 Authorizes 3-year, $1.8 billion program to increase day care, preschool education, health nutrition and social services to families. To be administered thru a system of state and local government prime sponsors, as well as educational institutions and other public and private nonprofit agencies. NEA supports, seeking guarantees of public school role in planning, administering, and implementing programs.	HR 2966	Pending, Select Subcommittee on Education	S 626	Pending, Subcommittee on Children and Youth
Metric Conversion Provides for adoption of the metric system as standard system of measurement in the U.S. NEA supports.	PL 94-168: signed 12/23/75 HR 8674		S 100	
Education of Handicapped Children Comprehensive bill to provide financial aid to states to improve educational services to all handicapped children. State assistance continues thru FY 77 as provided in PL 93-380. On 10/1/77 (FY 78) a new funding formula takes effect and by 1982 the funding share will increase to 40 percent of the national average expenditure per public school child.	PL 94-142: signed 11/29/75 HR 7217		S 6	
Indochina Refugee Education Would pay LEAs approximately 85 percent of per-pupil costs for educating Vietnamese and Cambodian refugee children.	HR 7897	Passed 1/19/76 Ready for conference	S 2145	Passed 10/29/75
Education Amendments of 1975 Extends Higher Ed. & Voc. Ed. & NIE.	HR 12835 HR 12851	Debate in Progress	S 2657	Reported by Labor and Public Welfare Committee
Gun Control Would provide for more effective gun control.	HR 11193	Reported by Judiciary Committee 4/13/76	S 1880 S 2186	Clean bill reported by Subcommittee on the Judiciary
Copyright—Revision of Law Similar to bill passed last fall by Senate and to a bill passed by the House in 1967. NEA seeking to retain House language providing limited education/research exemptions to protect teachers.	HR 2223	Pending, Judiciary Committee	S 22	Passed 2/19/76
Voting Rights Extension Extends 1965 act, makes permanent the ban on literacy tests, and protects voting rights of Spanish-speaking and other language minorities.	PL 94-73: signed 8/6/75 HR 6219		S 903	

In California Bargaining

"It's a Landslide"

"IT'S A LANDSLIDE" California teachers president Steve Edwards announced last month when figures showed an overwhelming choice by the state's teachers in favor of bargaining by CTA/NEA associations.

SAN DIEGO TEACHERS SIGNED MORE THAN 3,500 CARDS authorizing their association as bargaining representative. San Diego Teachers Association President Hugh Boyle (left) presents the cards to George Ellis, assistant superintendent for personnel.

IN SAN MATEO COUNTY, local teachers study the new California bargaining law at a representational workshop. Similar sessions were held throughout the state as CTA/NEA made sure that all teachers learned their rights under the bargaining law.

BURLINGAME, CALIF.—Teachers in 737 California school districts with a total teaching staff of 196,000 have signed petitions asking that the California Teachers Association/NEA represent them in bargaining under the state's new law.

CTA/NEA President Steve Edwards, who announced the overwhelming pro-association choice at the CTA/NEA headquarters here, labeled the teachers' action "a landslide."

"CTA's widespread base cuts across all demographic areas," Edwards stressed. "We have strong urban backing with well over required majority support. San Diego reported 70 percent; Fresno, 80 percent; Oakland, 65 percent; Glendale, 70 percent; Torrance, 70 percent; Compton, 70 percent; Anaheim Elementary, 90 percent; Anaheim Secondary, 80 percent; San Jose, 80 percent; Sacramento, 75 percent." He cited examples of suburban support such as Cupertino, 97 percent; Walnut Creek, 97 percent; Palo Alto, 75 percent; Bakersfield, 80 percent.

Edwards called it "an endless but not surprising testimony to the credibility, the effectiveness, and the continued strength of local chapters affiliated with CTA/NEA."

Competing for the votes of California teachers is the much smaller state affiliate of the American Federation of Teachers, AFL-CIO, with 30,000 members. CTA/NEA has 150,000 teacher-members statewide.

Bargaining know-how

"Teachers in California identify closely with CTA and with the 1.8 million-member National Education Association," Edwards said. "CTA has been a tough bargaining agent and the result has been higher salaries and better working conditions for all teachers. We negotiate over 600 agreements with school boards each year. NEA has negotiated 40,000 contracts in ten years all around the nation. That's more than any industrial union accomplishes in America today. Our rival, the California Federation of Teachers, has rarely bargained in this state.

"CTA has enormous clout in Sacramento. We fought and won the battle for collective bargaining and other essential legislation for teachers. As a professional association, we've also remained faithful to the aspirations of teachers and their commitment to children. This gives us great credibility and prestige with parents and the taxpaying community," he concluded.

Local CTA chapters and rival organizations began submitting petitions on April 1st to district boards asking for recognition as the exclusive bargaining agent for teachers in the upcoming contract negotiations. Nine out of every ten California teachers work in a school district where their local CTA/NEA chapter is the proven majority organization.

Early designations

CTA/NEA announced last month that some local associations have already been designated under the new law as exclusive representatives for bargaining in their districts. Among associations recognized as of May 1 were Valley Lindo, Big Pine, Mammoth, Victor Valley, Merced High School, Fountain Valley, and Irvine.

Strong pressure from CTA/NEA won approval from the state's Educational Employment Relations Board for quick consent elections in districts where all parties have agreed to them. Earlier, it had been feared that financial problems in establishing the new board would prevent elections until the fall.

The new California bargaining act—a CTA/NEA goal for five years—was signed into law last fall. It mandates exclusive representation, requires negotiation in good faith, and calls for written teacher contracts in every school district. Edwards has described the law as "enlightened public policy that provides a rational and responsible way to resolve employee-employer differences."

for CTA/NEA"

IN NORTH SACRAMENTO, local association president Dena McNamee shares congratulations with NSEA teacher-leaders who worked to get a 92 percent authorization for bargaining under California's new law.

NEA EXECUTIVE DIRECTOR TERRY HERNDON (left) shakes hands with Oakland Education Association member Walter Henderson during a barnstorming tour of California. Oakland teacher Marsha Corprew is at center.

HERNDON TRAVELED THROUGHOUT THE STATE to talk with teachers about their problems and about the new California bargaining law. Above, Herndon discusses school problems with Julie Kennedy (left), president of the Berkeley Teachers Association, and Norm Colby, reporter for the *Berkeley Gazette*.

Affirmative Action Programs Among NEA Affiliates:

An Update

The 1974 NEA Representative Assembly passed a New Business item urging the NEA's state and local affiliates to adopt affirmative action programs to increase the representation of women and minorities in elected and appointed positions and in staffing of the associations. It further states that data is to be collected on the progress of said programs and publicized in the NEA REPORTER prior to the Annual Meeting.

All state associations and a sample of local affiliates were queried, and the results were reported in the May 1975 NEA REPORTER. A similar survey was conducted in 1976.

This year, responses were received from 46, or 86.8 percent, of the 53 affiliates surveyed. No response was received from Colorado, Delaware, Louisiana, Missouri, New Jersey, New York, or Washington. Questionnaires were sent to a systematic random sample of 1,331 local affiliates and 685, or 51.5 percent, were returned and tabulated.

State programs

Twelve state affiliates indicated that their associations have formally adopted affirmative action programs to increase the representation of women and ethnic minorities in both elected and appointed positions and in the staffing of the association. In addition, nine states have adopted such a program for staffing alone, and one has done so for elected and appointed positions.

Of the 24 states which have not formally adopted an affirmative action program, 18 reported that they are currently considering such a plan.

Only one state maintains data on the ethnic minority classifications and sex of all persons eligible for membership in the organization. However, 25 states are able to identify ethnic minorities; 16 maintain records on the sex of their members.

The states were asked to give the total number of their members and the number of women and persons of ethnic minorities which comprise the membership. Similar data were requested for their elected executive officers, other governing bodies, standing committees, and staff. Twenty-one states gave complete information for these areas.

Of the 640,923 members in these states, 408,435, or 63.7 percent, are women, and 70,238 or 11.0 percent, are members of ethnic minority groups. Women are underrepresented as elected officers in the reporting states as only 125, or 35.8 percent, of the elected executive officers are women, but ethnic minority groups are proportionately represented in these positions (37, or 10.6 percent). The 21 states reporting complete data reported that there are 3,385 members of other elected governing bodies, and 1,790 or 52.9 percent are women, and 433 or 12.8 percent are ethnic minorities.

Forty-five percent of the 200 chairpersons reported are women, and 14.5 percent are members of ethnic minority groups. The 2,160 appointed standing committee members are nearly representative of women and ethnic minority groups to about the same extent as are chairpersons.

Local programs

Only 1 in 10 of NEA's local affiliates has formally adopted an affirmative action program for increasing the representation of women and minority groups in elected and appointed positions. However, the larger the local, the more apt it is to have done so. Also, the locals in the southeast have adopted affirmative action programs to a greater extent than those in other parts of the country. Of those locals with formal programs about 2 in 10 approved them prior to 1971 and nearly 6 in 10 have done so in 1974 or later.

Most locals without such a program have no current plans to develop one since only 1 local affiliate in 8 reported that it is doing so. The vast majority considering a plan think that formal action will take place in 1976 or 1977.

For additional information concerning this survey, contact NEA Research, at NEA Center.

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA REPORTER. Two such votes, taken by the Board at its February 1976 meeting, appear here.

UNISERV UNITS FOR PUERTO RICO

Motion: MOODY-MARKS

To authorize nineteen (19) UniServ units for Puerto Rico. **CARRIED**

ROLL CALL VOTE
(124—YES, 8—NOT VOTING)

Butler (AL)
Lipscomb (AL)
Potter (AK)
Arrington (AZ)
Elliott (AR)
Marshall (AR)
Bert (CA)
Eddy (CA)
Foglia (CA)
King (CA)
Lamb (CA)
Slivkoff (CA)
Smith (CA)
Tinson (CA)
Boggs (CO)
Petrocco (CO)
Bell (CT)
Rossomando (CT)
Gates (DE)
Murphy (DC)
Harner (FL)
Martin (FL)
Cantey (GA)
Husbands (GA)
Wright (GA)
Fujimori (HI)
Ducker (ID)
Loyd (IL)
Mack (IL)
Pasteris (IL)
Rich (IL)
Denny (IN)
Mitchell (IA)
Shearer (IA)
Peterson (KS)
Swanson (KS)
Nall (KY)
Pessarelli (KY)
Pringle (LA)
Sanders (ME)
Eberly (MD)
Flanagan (MA)
Roberts (MA)
Schutt (MA)
Christian (MI)
Duckworth (MI)
Jackson (MI)
Kosa (MI)
Safronoff (MI)
Holman (MN)
Woodard (MN)
Woods (MS)
Keeling (MO)
Kallin (MT)
Kriha (NB)
Conrad (NV)
Sargent (NH)
Blackburn (NJ)
Davenport (NJ)
Gibson (NJ)
Neblett (NJ)
Stilwell (NJ)
Watkins (NM)
Blank (NY)
Carter (NY)
Cea (NY)
Cole (NY)
Cortese (NY)
Duesberg (NY)
Hobart (NY)
Kafka (NY)
Pisa (NY)
Streiff (NY)
Johnson (NC)
Jones (NC)
Kolsrud (ND)
Dickau (OH)
McDonald (OH)
Savage (OH)
Traxler (OH)
Willcox (OH)
Dyer (OK)
Kidd (OK)
Smith (OR)
Harrison (OR)
Jewett (OV)
Benedetti (PA)
Freitag (PA)
Hackett (PA)
MacRae (PA)
Mello (RI)
Watkins (SC)
Taylor (SC)
Hull (SD)
Beasley (TN)
Benson (TN)
Lewis (TN)
Pike (TN)
Amend (TX)
Avila (TX)
Devers (TX)
Gore (TX)
Reininger (TX)
Stephenson (TX)
Williams (TX)
Wankier (UT)
Chaffee (VT)
Lawrence (VA)
Moody (VA)
South (VA)
Armbrust (WA)
McDaniels (WA)
Noell (WV)
Blank (WI)
Blakeslee (WY)
Tate (Member-at-large)
Bowser (EC)
Cummings (EC)
Dattola (EC)
Harrison (EC)
Marks (EC)
Wynn (EC)
McGarigal (EC)
Ryor (EC)

NOT VOTING
(includes absentees and non-respondents)
Hock (IN)
Washington (MD)
Washington (NY)
Lewis (NC)
D'Andrea (PA)
duVair (WI)*
Niemeier (WI)*
McGuire (EC)

* Paul duVair and John Niemeier (Wisconsin Directors) were absent during the roll-call vote and requested the record indicate their affirmative positions.

FUNDING FOR UNISERV GRANTS

Motion: SOUTH—MOODY

To amend the Advisory Committee's recommendation [on grants for UniServ units] by substituting the following:

Fiscal Years 1976-77 and 1977-78		**Fiscal Year 1978-79**	
First year	$ 8,000	First year	$ 8,000
Second year	8,500	Second year	8,500
Third year	9,000	Third year	9,000
Fourth year and each ensuing year after	9,500	Fourth year	9,500
		Fifth year and each ensuing year after	10,000

THE AMENDMENT WAS PUT TO A VOTE, BY ROLL CALL, AND WAS DEFEATED.

ROLL CALL VOTE
(84—NO, 38—YES, 10—NOT VOTING)

VOTING NO
Butler (AL)
Lipscomb (AL)
Potter (AK)
Marshall (AR)
Eddy (CA)
Lamb (CA)
Boggs (CO)
Petrocco (CO)
Gates (DE)
Murphy (DC)
Cantey (GA)
Husbands (GA)
Wright (GA)
Fujimori (HI)
Ducker (ID)
Loyd (IL)
Mack (IL)
Pasteris (IL)
Rich (IL)
Denny (IN)
Peterson (KS)
Swanson (KS)
Nall (KY)
Pessarelli (KY)
Pringle (LA)
Sanders (ME)
Eberly (MD)
Washington (MD)
Christian (MI)
Duckworth (MI)
Jackson (MI)
Kosa (MI)
Safronoff (MI)
Woods (MS)
Keeling (MO)
Kriha (NB)
Conrad (NV)
Sargent (NH)
Blackburn (NJ)
Gibson (NJ)
Neblett (NJ)
Stilwell (NJ)
Watkins (NM)
Blank (NY)
Carter (NY)
Johnson (NC)
Jones (NC)
Dickau (OH)
McDonald (OH)
Savage (OH)
Traxler (OH)
Willcox (OH)
Kidd (OK)
Benedetti (PA)
Freitag (PA)
Hackett (PA)
Mello (RI)
Watkins (SC)
Taylor (SC)
Hull (SD)
Beasley (TN)
Benson (TN)
Lewis (TN)
Pike (TN)
Amend (TX)
Avila (TX)
Devers (TX)
Gore (TX)
Reininger (TX)
Stephenson (TX)
Williams (TX)
Wankier (UT)
Armbrust (WA)
McDaniels (WA)
Noell (WV)
Blakeslee (WY)
Bowser (EC)
Cummings (EC)
Dattola (EC)
Harrison (EC)
Marks (EC)
McGarigal (EC)
McGuire (EC)
Ryor (EC)

VOTING YES
Bert (CA)
Foglia (CA)
King (CA)
Slivkoff (CA)
Smith (CA)
Tinson (CA)
Bell (CT)
Rossomando (CT)
Harner (FL)
Martin (FL)
Mitchell (IA)
Shearer (IA)
Flanagan (MA)
Roberts (MA)
Schutt (MA)
Holman (MN)
Woodard (MN)
Cea (NY)
Cole (NY)
Cortese (NY)
Duesberg (NY)
Hobart (NY)
Kafka (NY)
Pisa (NY)
Streiff (NY)
Washington (NY)
Dyer (OK)
P. Smith (OR)
Harrison (OR)
Jewett (OV)
MacRae (PA)
Chaffee (VT)
Lawrence (VA)
Moody (VA)
South (VA)
J. Blank (WI)
duVair (WI)
Niemeier (WI)

NOT VOTING
(includes absentees and non-respondents)
Arrington (AZ)
Elliott (AR)
Hock (IN)
Kallin (MT)
Davenport (NJ)
Lewis (NC)
Kolsrud (ND)
D'Andrea (PA)
Tate (Member-at-large)
Wynn (EC)

Select a "Spirit of '76" Summer Tour.

Combine Travel and Learning . . . Take an Association-Sponsored Educational Tour.

Please refer to the GENERAL INFORMATION section for rules and regulations applicable to tours/flights.

LONDON AND BEYOND . . .

ONE WEEK SPECIAL TO LONDON (LON)

LON-1 June 29-July 6
LON-2 July 6-July 13
LON-3 July 13-July 20
LON-4 July 20-July 27
LON-5 Aug. 3-Aug. 10
LON-6 Aug. 10-Aug. 17
LON-7 Aug. 17-Aug. 24
$399 from New York
Single Supplement: $75
Cost breakdown: Air $255.98; land $143.02; total price $399

TWO WEEK SPECIAL TO LONDON (LO2)

LO2-1 July 6-July 20
LO2-2 July 13-July 27
LO2-3 Aug. 3-Aug. 17
$569 from New York
Single Supplement: $150 if available
Cost breakdown: Air $255.98; land $313.02; total cost $569.

THREE WEEK SPECIAL TO LONDON (LO3)

LO3-1 July 6-July 27
LO3-2 Aug. 3-Aug. 24
$669 from New York
Single Supplement: $225 if available
Cost breakdown: Air $255.98; land $413.02; total cost $669.

TOUR FEATURES:

- Round-trip transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel, double occupancy
- Buffet breakfast daily
- Half-day city sightseeing
- Airport transfers and baggage handling for one medium-sized suitcase per person (limited to 44 lbs.)
- Tips and gratuities in connection with tour activities

TWO WEEKS TO LONDON/PARIS (LONP)

LONP-1 July 6-July 20
LONP-2 Aug. 3-Aug. 17
$669 from New York
Single Supplement: $150

TOUR FEATURES:

- Transatlantic transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel in London and first-class at the Normandy Hotel in Paris, based on double occupancy
- Buffet breakfast daily in London; Continental breakfast daily in Paris
- Half-day sightseeing in London and Paris
- Airport transfers and baggage handling for one medium-sized suitcase per person (limited to 44 lbs.)

Cost breakdown: Air $255.98; land $413.02; total cost $669.

TWO WEEKS TO LONDON/CAIRO-LUXOR (LONE)

LONE-1 July 13-July 27
LONE-2 Aug. 3-Aug. 17
$999 from New York
Single Supplement: $150

TOUR FEATURES:

- Round-trip transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel, the Cairo Hilton, and Luxor Winter Palace
- Buffet breakfast in London; Continental breakfast and dinner in Cairo and Luxor
- Half-day sightseeing in London, Cairo and Luxor
- Airport transfers and baggage handling for one medium-sized suitcase per person (limited to 44 lbs.)
- Service charges and taxes

Cost breakdown: Air $255.98; land $743.02; total price $999.

LONDON PLUS DUBROVNIK (LD)

$808 from New York
LD-1 July 6-20
LD-2 July 13-27
LD-3 Aug. 3-17
Single Supplement: $150 if available

HIGHLIGHTS:
In Dubrovnik visit the Rector's Place, the Franciscan Monastery, the famous Apothecary and some of the famous courtyard gardens shaded by orange and lemon trees.

TOUR FEATURES:

- Transatlantic transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel in London (6 nights); deluxe accommodations at the Croatia Hotel in Dubrovnik (7 nights) with spectacular views of the Adriatic Sea
- Buffet breakfast in London; modified American plan in Dubrovnik (Continental breakfast and one main meal daily—lunch or dinner)
- Half-day sightseeing in London and Dubrovnik

Cost breakdown: Air $255.98; land $552.02; total cost $808.

LONDON PLUS HOLY LAND (HLA)

$1368 from New York
HLA-1 July 6-27
HLA-2 Aug. 3-24
Single Supplement: $75 per week, if available

HIGHLIGHTS:
A full sightseeing program by luxury air-conditioned motorcoach in Israel will include Tel Aviv, the Dead Sea, Ashod, Askelon, Beersheeba, Sodom, Qumran Caves (where the Dead Sea Scrolls were found), Jericho, Jerusalem, a stay at a kibbutz, Nazareth, Galilee, Haifa and Acre.

TOUR FEATURES:

- Transatlantic transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel in London (6 nights); first-class hotels in Israel: Tel Aviv—Hotel Basel (7 nights); Arad (1 night at first class hotel); Jerusalem—Kings Hotel (3 nights); a kibbutz near Lake Tiberius (1 night); Haifa—Hotel Shulamit (2 nights). Double occupancy
- Buffet breakfast daily in London; Israeli breakfast and dinner daily in Israel
- Half-day sightseeing in London. Full sightseeing program in Israel

Cost breakdown: Air $255.98; land $1112.02; total cost $1368.

LONDON PLUS VIENNA-BUDAPEST (VB)

$968 from New York
VB-1 July 6-20
VB-2 July 13-27
VB-3 Aug. 3-17
Single Supplement: $75 per week, if available

HIGHLIGHTS:
A half-day sightseeing tour in Vienna includes the Opera House, Schoenbrunn and the Hofburg Palaces; the Clock Museum, Capuchin's Crypt and many historical sights. In Budapest, ride through the old and the new cities of Buda and Pest, situated on the banks of the River Danube. Along the way, see medieval and modern churches and historical sights.

TOUR FEATURES:

- Transatlantic transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel in London (6 nights); deluxe accommodations at the Hilton Hotel in Vienna (4 nights); Gellert or the Intercontinental Hotel in Budapest (3 nights)
- Buffet breakfast daily in London, modified American plan in Vienna and Budapest
- Half-day sightseeing in London; Vienna and Budapest

Cost breakdown: Air $255.98; land $712.02; total cost $968.

LONDON PLUS MOSCOW/LENINGRAD (ML)

$968 from New York
ML-1 July 6-20
ML-2 July 13-27
ML-3 Aug. 3-17
Single Supplement: $75 per week, if available

HIGHLIGHTS:
In Moscow visit the Red Square, Lenin Mausoleum, Spansky Tower, St. Basil's Cathedral, the Metro, the Gum department store, the ballet, opera and the celebrated circus. In Leningrad, visit the Winter Palace of the Czars, the renowned Hermitage Museum, as well as the Pavlovsk and Pushkin Museums of Fine Arts, Admiralty Building and many other museums and monuments.

TOUR FEATURES:

- Transatlantic transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel in London (6 nights); first-class hotels with private bath in Russia as provided by Intourist—Moscow (3 nights), Leningrad (4 nights)
- Buffet breakfast in London; three meals daily in Moscow and Leningrad
- Half-day sightseeing in London. In Moscow and Leningrad, sightseeing program to all major points of interest, plus some leisure time

Cost breakdown: Air $255.98; land $712.02; total cost $968.

LONDON PLUS ATHENS-AEGEAN CRUISE (AA)

$1068 from New York
AA-1 July 6-20
AA-2 July 13-27
AA-3 Aug. 3-17
Single Supplement: $200

HIGHLIGHTS:
Ports of call on the cruise include: Mykonos, the Capri of the Aegean; Santorini, legendary city of Atlantis; Heraklion, capital city of Crete—Museum and Palace of Knossos; Rhodes, Acropolis of Lindos; Patmos—ride on a donkey up to the 11th century monastery.

TOUR FEATURES:

- Transatlantic transportation via Pan American World Airways 747 jet
- Deluxe accommodations at the London Tower Hotel in London (6 nights): first-class hotel Grand Bretagne in Athens (3 nights); Aegean Cruise on the MS Atlantis (equipped with stabilizers)—all cabins have private facilities and air-conditioning (4 nights)
- All meals included on the cruise ship; modified American plan in Athens
- Half-day sightseeing in London and Athens

Cost breakdown: Air $255.98; land $812.02; total cost $1068.

CHARTER FLIGHTS TO LONDON (TOL)

Transportation Only
$268 ROUND-TRIP

1 WEEK	2 WEEKS
TOL-1 June 29-July 6	**TOL-8** July 6-July 20
TOL-2 July 6-July 13	**TOL-9** July 13-July 27
TOL-3 July 13-July 20	**TOL-10** Aug. 3-Aug. 17
TOL-4 July 20-July 27	
TOL-5 Aug. 3-Aug. 10	3 WEEKS
TOL-6 Aug. 10-Aug. 17	**TOL-11** July 6-July 27
TOL-7 Aug. 17-Aug. 24	**TOL-12** Aug. 3-Aug. 24

These NEA charter flights are costed on an affinity basis. Flights are on Pan American World Airways Boeing 747 jets with a seat capacity of 381. Airfares are subject to increase on pro rata basis should the number of passengers be less than capacity of aircraft. To be eligible you must have held NEA membership for at least six months prior to flight departure date, per Civil Aeronautics Board (CAB) regulation. Other eligible participants: spouse, dependent children and parents of the NEA member if they reside at the same home address. The price quoted above includes U.S. departure tax and an NEA administrative fee of $8.70.

APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL

Send application and deposit to: **Educational Travel — Room 402E**
1201 16th Street, N.W.
Washington, D.C. 20036

Deposit of $100 per person is required for all tours/flights.
Make check payable to NEA Educational Travel.
There is a $25 per person cancellation fee on all reservations cancelled.

Please reserve ________ spaces on ______________________
(tour/flight code)

departing on ______________________ from ______________
(date) (city)

Deposit of $ ________ is enclosed. Seating preference ☐ Smoking ☐ Non-smoking

NAME ____
(Give names and addresses of additional persons on a separate sheet)

ADDRESS ____

CITY ____________________ STATE __________ ZIP __________

HOME TELEPHONE ____________ BUSINESS TELEPHONE ____________ AGE ________

R-6-76

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.

PRICES INCLUDE: Services of a group leader, all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bed room at hotels; airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movements; certain taxes; and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE: Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges; certain taxes.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

BAGGAGE: Porterage of one medium-sized suitcase (two for Hawaii tours) per tour member is included in the price. Baggage allowance is 44 pounds on international tourist and economy-class service.

ELIGIBILITY: *Affinity Charter Airfares:* Tours coded LON, LO2, LO3, LONP, LONE, VB, HLA, ML, AA, LD, XN-1, XP-1, XA-1, XVA, and XLL are based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA except as described above are ineligible.

ELIGIBILITY: *Affinity Group Airfares:* Tours/flights described as "based on affinity group airfare" are based on group rate airfares available to 40 or more persons who travel together on all flights and who have been members of the NEA for more than six months prior to departure date. Members of the immediate family (spouse, dependent children and parents who reside at the member's home address) may be included at the lower group rate. Exception: Friends and relatives who are not members of the "immediate family" described above and who do not qualify for the lower NEA affinity group airfare may participate by paying an additional airfare.

ELIGIBILITY—*GIT Fare Tours:* Tours with prices described as "Based on GIT airfare" are based on use of the group inclusive tour basing airfare which is available to 10 or more persons traveling together throughout. GIT fare tours are open to NEA members, their relatives and friends.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel, regardless of reason. In addition to the nonrefundable $25 cancellation fee, certain penalties may apply

continued on page 19

Exciting Christmas Vacations.

ACAPULCO • HONOLULU • JERUSALEM • MOSCOW

Choose Your Destination From These And Many Others.
Take An Association-Sponsored Educational Tour.

Please refer to the GENERAL INFORMATION section for rules and regulations applicable to tours/flights.

CHRISTMAS IN ANTIGUA-1976 (XAN)

8 Days, 7 Nights
XAN-1 Dec. 23-30, 1976
XAN-2 Dec. 24-31, 1976

$355 from Miami
$399 from Baltimore, Philadelphia, New York, Washington, D.C.
$427 from Boston, Pittsburgh
$482 from Detroit
$526 from Chicago

Plus $59 tax and service

Prices based on GIT airfare: ITANUIT5BW1ITC7

Single Supplement: $92 additional per person
Triple reduction: $40 per person
Child (2 thru 11) reduction: Available upon request. Varies according to departure city.

HIGHLIGHTS:
Special orientation and local tropical welcome drink; half-day sightseeing including Nelson's Dockyard, a historic British Naval Base; and Fig Tree Drive, a circular drive through lush tropical hills and picturesque fishing villages.

TOUR FEATURES:
- Round-trip transportation via British West Indies Boeing-707 jet and connecting carriers
- 7 nights at the first-class Halcyon Cove Hotel, based on sharing twin-bedded, fully air-conditioned room
- Gratuities for maids
- Price does not include current $3 U.S. Departure Tax and $2.50 Antigua Departure Tax

HAWAIIAN KALIKIMAKA-1976 (XHK)
TWO ISLAND TOUR (Oahu and Maui)

Dec. 23-31, 1976

Note: West Coast passengers return home in p.m. on Dec. 30.

$586 from San Francisco, Los Angeles, Portland, Seattle
$619 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis
$672 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile
$695 from Atlanta, Buffalo, Charlotte, Jacksonville
$723 from Albany, Baltimore, Boston, Harrisburg, Hartford, New York, Philadelphia, Washington, D.C.

Based on GIT airfare: IT5-NW1-TA-2IDMOD
Open to NEA members, their families and friends

Single Supplement: $165 additional
Triple reduction: $12 per person
Child (2 thru 11) reduction: $100 per child

HIGHLIGHTS:
Flower lei greeting on arrival; Honolulu City/Mt. Tantalus tour on Oahu; Iao Valley/Lahaina tour on Maui; complimentary flight bag.

TOUR FEATURES:
- Round-trip transportation via Northwest Orient Airlines 747 or DC-10 jets, and connecting carriers where required; inter-island transportation by air
- 4 nights at the deluxe Hyatt Regency Hotel, on the island of Oahu (Waikiki Beach area); and 3 nights at the deluxe Maui Intercontinental on the island of Maui; both hotels based on shared deluxe twin-bedded rooms

HONOLULU MALIHINI-1976 (XHM)
ONE ISLAND TOUR (Oahu)

Dec. 23-31, 1976

Note: West Coast passengers return home in p.m. on Dec. 30.

$539 from San Francisco, Los Angeles, Portland, Seattle
$572 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis
$625 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile
$648 from Atlanta, Buffalo, Charlotte, Jacksonville
$675 from Albany, Baltimore, Boston, Harrisburg, Hartford, New York, Philadelphia, Washington, D.C.

Based on GIT airfare: IT5-NW1-TA-1IDMOD
Open to NEA members, their families and friends
Single Supplement: $165 additional
Triple reduction: $12 per person
Child (2 thru 11) reduction: $100 per child

HIGHLIGHTS:
Flower lei greeting on arrival; Honolulu City/Mt. Tantalus Tour of Oahu; complimentary flight bag.

TOUR FEATURES:
- Round-trip transportation via Northwest Orient Airlines, 747 or DC-10 jets, and connecting carriers where necessary
- 7 nights at the deluxe Hyatt Regency Hotel (Waikiki Beach area), based on shared deluxe twin-bedded room

CHRISTMAS IN THE HOLY LAND (XLH)

Dec. 21-30, 1976

$785 from New York

Based on GIT airfare—IT6SR1SW08

Single Supplement: $70 if available

HIGHLIGHTS:
To be in Jerusalem at Christmas is a memorable experience for all travelers; every moment is a highlight. You'll tour Amman and the Greco-Roman ruins at Jerash. On December 24, cross the Allenby Bridge in time to attend the colorful and historic Christmas Eve procession. Then drive across the Shepherd's Fields to Bethlehem for Midnight Mass. Jerusalem sightseeing will include the Dome of the Rock, Al-Aqsa Mosque, Western Wall, Mt. Scopus, Mt. of Olives, Garden of Gethsemane, Mt. Zion, David's Tomb, Israeli Museum, Dead Sea Scrolls Exhibition, Ein Karem, the birthplace of St. John the Baptist and much more. Spend 2½ days exploring Nazareth, Galilee, Jaffa, Tel Aviv and Jericho. Write for a daily itinerary.

TOUR FEATURES:
- Round-trip jet transportation via Alitalia and Royal Jordanian Airlines
- First-class accommodations with private bath, based on twin occupancy
- Continental breakfast and dinner daily
- Sightseeing with English speaking guide

An Historical Event For Association Members

EDUCATION FOR A GLOBAL COMMUNITY

NEA's Jerusalem Education Conference

"Jerusalem, with a recorded history of some 4,000 years, has been more familiar to more people for a longer period than any other place on earth. This is the city of David. This is the city of Solomon's Temple. This is the city where the prophets Isaiah and Jeremiah influenced the moral and religious attitudes of half the human race. This was the scene of Jesus' last ministry, and it is here that He was crucified. This is the city held holy by the Moslems, who believe that from here Mohammed ascended to heaven. In its antiquity, its tumultuous past, its holiness, its monuments associated with the giant Biblical figures of distant ages, in the sheer enchantment of its location and the colorful patterns of its daily life, Jerusalem is perhaps the most dramatic city in the world."

TEDDY KOLLEK, Mayor of Jerusalem

Jerusalem—exciting, dramatic, ancient, holy—will be the site of your Association's holiday season conference, "Education For a Global Community". To attend, you have your choice of three tours—one 8-day tour and two 10-day tours—each providing ample time for extensive exploration of the Holy Land. All tours set aside December 28 and 29 for the enriching Jerusalem Conference, and provide exciting itineraries which include tours of Old and New Jerusalem, Jericho, Bethlehem, the Dead Sea, Massada and Hebron. The 10-day trip also includes Nazareth, Tiberias, a boat ride on the sea of Galilee, Capernaum and Caesaria.

A Unique Teachers Conference

The list of participants in the Jerusalem Education Conference reads like a "Who's Who" of Israeli statespeople. Included among them are Yitzhak Rabin, Israel Prime Minister; Golda Meir, former Israel Prime Minister, (participation not yet confirmed); Yigal Allon, Israel Foreign Minister; Abba Eban, former Israel Foreign Minister; and Aharon Yadlin, Israel Minister of Education and Culture. And . . . others of equal note in the field of education are scheduled to appear as well.

Holiday at Home or In the Holy Land

Departures from New York have been planned to make it possible for you to participate in the Christmas Eve activities in Bethlehem or, if you prefer, to celebrate Christmas at home and leave for the Conference on December 26th.

Carefree Travel . . . At Great Savings

NEA has taken care of all the details. It all adds up to the most unique travel/study event of the year (and much more) at a low, all-inclusive price.

$790 10 Days
EGC-1 Dec. 21-30
EGC-2 Dec. 22-31

$745 8 Days
EGC-3 Dec. 26-Jan. 2

Based on GIT airfare—IT6PAIDCUB

HOTELS: Single supplement: $9 per night. First class 4 star hotels will be used throughout the conference and tour. Add $15 per hotel for deluxe 5 star arrangements. When 4 star hotels are no longer available, 3 star hotels will be used.

ELIGIBILITY: NEA members, their relatives and friends.

PRICES INCLUDE: Services of a group leader from point of departure to termination point; all fees; twin bedded rooms shared by two people in first-class hotels; three meals daily (either Continental or Israeli breakfast); all sightseeing with pre-paid entrance fees and English speaking guides; transfers and porterage; round-trip jet economy airfare from New York.

Conference participants have agreed to participate and NEA Travel and WCT assume no liability in the event commitments are not fulfilled.

For more information on this unique event, write to
Educational Travel
1201 16th Street, N.W., Washington, D.C. 20036.

Don't miss this opportunity to spend your Christmas holiday in the Holy Land and attend the exciting and rewarding Jerusalem Education Conference.

SPECIAL SERVICES
UNIFIED
NEA...We're listening.

PARIS • VIENNA • NAIROBI • ZURICH • LIMA • CAIRO

CHRISTMAS IN ACAPULCO 1976—(XA-1)

8 Days, 7 Nights

Dec. 22-29, 1976

$399 plus $59.85 tax and service from New York (total $458.85), based on affinity charter airfare

Single Supplement: $99

No triple room or child reduction

TOUR FEATURES:

- Round-trip jet transportation via Pan Am B-707
- 7 nights at the first-class air-conditioned El Matador Hotel and Racquet Club in Acapulco
- Continental breakfast daily
- Special orientation meeting where Mexican rum punch will be served
- Price does not include current $3 U.S. Departure Tax or $4 Mexican Departure Tax

CHRISTMAS IN NASSAU-1976 (XN)

8 Days, 7 Nights

XN-1 Dec. 21-28, 1976

$359 plus $53.85 tax and service from New York (total $412.85), based on affinity charter airfare

Single Supplement: $79

No triple room or child reduction

HIGHLIGHTS:

Enjoy 8 days in Nassau at the magnificent Sheraton British Colonial Hotel. The hotel is a full facility resort, with air-conditioning, private beach and olympic-sized fresh-water swimming pool. Also enjoy a special orientation meeting and welcome Rum Swizzle drink; a drink at the Brittania, Sheraton's beautiful nightclub; one hour free rental of the hotel's delightful paddle boats or canoes.

TOUR FEATURES:

- Round-trip jet transportation via Pan American World Airways Boeing 707
- First-class accommodations at the Sheraton British Colonial Hotel, based on sharing twin-bedded room
- Continental breakfast daily
- Price does not include current $3 U.S. Departure Tax or $3 Nassau Departure Tax

CHRISTMAS IN PERU-1976 (XP)

8 Days, 7 Nights

XP-1 Dec. 20-27, 1976

$349 plus $52.35 tax and service from New York (total $401.35), based on affinity charter airfare

Single Supplement: $79

No triple room or child reduction

HIGHLIGHTS:

Enjoy 8 days in Lima at the central Savoy Hotel, conveniently located in downtown Lima, including a roof garden, bar, coffee shop and lounge. During your stay enjoy a half-day sightseeing tour of Lima, including Plaza San Martin, Plaza de Armas, the President's Palace, Plaza Bolivar, Old Municipal Palace; free admission to horse-racing at Monterrico, one of the world's most exciting race-tracks; Peruvian fashion show, to be held in your hotel or special boutique; performance of Peruvian music in your hotel; free museum guide book and other information to enhance your stay in Lima; and a special orientation meeting with welcome native drink.

TOUR FEATURES:

- Round-trip jet transportation to Lima via Trans International Airlines DC-8
- 7 nights at the first-class Savoy Hotel, based on sharing twin bedded room
- Continental breakfast daily
- Price does not include current $3 U.S. Departure Tax
- Price does not include U.S. or Peruvian departure taxes

MOROCCAN HOLIDAY (XHM)

Dec. 23, 1976-Jan. 1, 1977

$685 from New York, based on group affinity airfare

Single Supplement: $60 if available

HIGHLIGHTS:

An unusual, stimulating holiday awaits you in the mystic and imperial cities of Morocco. Morocco is a land of great natural beauty, rich in architecture and the decorative arts. It is an excursion into history which began with the Berbers, then the Phoenicians, the Romans, the Arabs, then the Europeans who settled in North Africa in the 1800's. You'll be enchanted with the souks, the snake-charmers, water-sellers, medinas and minareted mosques, and the veiled women. Included in your tour will be scheduled sightseeing in Marrakech; full day sightseeing in Fes; full day from Meknes to Fes, stopping in Volubilis and Moulay Idriss en route. Optional trips will be available in Marrakech.

TOUR FEATURES:

- Round-trip transportation on Royal Air Maroc jet to Casablanca
- First-class to deluxe hotels with private bath, based on twin occupancy
- Continental breakfast and dinner daily
- Gala New Year's Eve dinner and special Moroccan dinner

VIENNA AT YULETIDE (XVA)

Dec. 22-30, 1976

$359 plus 15% tax and service from New York, based on affinity charter airfare

Single Supplement: $79

HIGHLIGHTS:

Take this opportunity to visit Vienna, Austria—Europe's center of sophistication and culture with its vast forests and mountain ranges, centuries-old musical traditions, and the renowned Danube. Your sightseeing tour will include St. Stephen's Cathedral, Houses of Parliament, Opera House, and Schonbrunn Palace.

TOUR FEATURES:

- Round-trip transportation via Trans International Airlines DC-8 jet
- 7 nights at a first-class hotel with private bath or shower based on twin or double occupancy
- Continental breakfast daily
- Half-day sightseeing tour
- Price does not include $3 Departure Tax or $2.20 Austrian Departure Tax

CHRISTMAS EAST AFRICAN SAFARI (XAES)

Dec. 18, 1976-Jan. 1, 1977

$1598 from New York

Based on GIT airfare—IT6KL1373ZZ

Single Supplement: $130 (cannot be guaranteed on safari portion)

HIGHLIGHTS:

A two week photographic safari at the most glorious time of the year in Kenya and Tanzania. The National Parks and game reserves are a fragment of the world before modern man; no description quite prepares the visitor for the impact. It combines the greatest profusion of animal, bird and plant life to be seen anywhere. The NEA safari roams across the countryside seeking elephant, lion, rhino, Cape buffalo and leopard (the big five of East Africa); wildebeeste, zebra, giraffe, topi, hippo, baboons, monkeys, jackal, hyena and cheetah are also abundant. En route from the Serengeti to Ngorongoro, visit Olduvai Gorge, site of the Leakeys' prehistoric finds. Visit also Mayer's Ranch and a Masai village outside Nairobi.

TOUR FEATURES:

- Round-trip jet transportation via Sabena Belgian Airlines to Nairobi; transportation on safari portion by mini-bus with photographic hatch
- First-class hotels or lodges with private bath, twin basis
- 3 meals per day on safari: full American breakfast only in Nairobi; lunch at the Mount Kenya Safari Club (owned by William Holden)
- All service charges, tips and porterage included, except Nairobi Departure Tax (approx. $3) and your personal tip to your driver/guide

EGYPT—THE LAND OF THE PHARAOHS (XPT)

Dec. 23, 1976-Jan. 1, 1977

$998 from New York

Based on GIT airfare—IT6AZ1NA8

Single Supplement: $145 if available

HIGHLIGHTS:

From the beginning of time Egypt has held people spellbound by her mysterious, eternal wonders—the romance of the desert nights, the fascination of Cairo's exotic streets, mosques and bazaars. You will be delighted as you visit the Sphinx, the three great Pyramids, and the world-famous Egyptian Museum. On to Luxor to tour the vast complex of temples on the East and West Banks of the Nile. In Aswan you will see one of the greatest engineering feats in the world, the New High Dam. Visit the magnificent temples at Abu Simbel, saved from destruction by the Dam. Join NEA on this unforgettable journey to the Land of the Pharaohs.

TOUR FEATURES:

- Transatlantic transportation via Alitalia 747 jet
- Accommodations at first-class to deluxe hotels with private bath, based on twin occupancy
- Continental breakfast and dinner daily
- All sightseeing with English speaking guide, including admission fees
- Price does not include $3.60 government tax at Abu Simbel

RUSSIAN WINTER FESTIVAL (XRF7)

Dec. 22-31, 1976

$880 from New York, based on group affinity airfare

Single Supplement: $50 if available

HIGHLIGHTS:

A trip to Russia during the winter is a fascinating and unique adventure—an experience you'll cherish for a lifetime. A warm coat, fur-lined boots, gloves and hat are all you need to brave the snowy Russian winter, and the warmheartedness of the Russians will delight you. Among the many things on which Russia prides herself, the theatre stands out as one of the greatest, and you will attend three performances. Russia is also rich in culture, arts, music—all pleasantly interwoven to make your holiday memorable.

TOUR FEATURES:

- Round-trip transportation via Finnair; "Red Arrow" night train between Leningrad and Moscow
- First-class accommodations with private bath, based on twin occupancy
- 3 meals per day while in the Soviet Union; a gala dinner at the famous Arbat Restaurant; dinner and breakfast in Helsinki
- Regular scheduled sightseeing provided by Intourist in Leningrad and Moscow; a troika ride

SKI SWITZERLAND (XSS)

Dec. 23-30, 1976

$589 from New York, based on group affinity airfare

Single Supplement: $30

HIGHLIGHTS:

Destination INTERLAKEN, one of the most outstanding holiday resorts in Europe, which boasts some fifty cableways and ski lifts, covering nearly 120 miles of downhill runs. Interlaken is 1868 feet above sea level, at the foot of the snowclad Jungfrau, and lies in the immediate vicinity of the 10,000 ft. and 12,000 ft. peaks of the Bernes Alps. Beginners gain confidence under ideal conditions; advanced skiers have the finest peaks in the Alps at their disposal.

TOUR FEATURES:

- Transatlantic transportation via Swissair 747 jet; round-trip transportation from Zurich to Interlaken
- Accommodations at 2-star (standard) hotel, based on twin occupancy, with bath or shower
- Continental breakfast and dinner daily
- Four round-trip second class rail tickets from Interlaken to Lauterbrunnen, where various modes of transportation are available to the ski areas of Wenger, Murren, Kleine Scheidegg and Grindelwald

WINTER WONDERLAND (XWW)

Dec. 23-30, 1976

$454 plus 10% tax and service from New York, based on group affinity airfare

Single Supplement: $48

HIGHLIGHTS:

Zurich, Switzerland offers you many attractions, including the pleasure of strolling along one of Europe's favorite, most fashionable, and best known shopping streets—the Bahnhofstrasse. Zurich's central location makes possible day visits to Bern, Lucerne, Geneva, Grindelwald, Interlaken and St. Moritz.

TOUR FEATURES:

- Round-trip jet transportation via Swissair 747
- First-class accommodations at the Nova Park Hotel in Zurich
- Continental breakfast daily; special Christmas dinner
- Welcome wine get-together

LEGENDARY LONDON (XLL)

Dec. 26, 1976-Jan. 2, 1977

$389 from New York, based on affinity charter airfare

Single Supplement: $60

HIGHLIGHTS:

Relive the Dickens era. Behold the fascination of Piccadilly Circus, Trafalgar Square, the Mall, and Old Baily. Experience the charms of Hampton Court, Kew Gardens, Windsor, and many other places that suit your fancy. Within London see the changing of the guard, Buckingham Palace, St. James, Westminster Abbey, Parliament, the Admiralty, and Downing Street. Also enjoy the availability of many fine museums, art galleries, and restaurants.

TOUR FEATURES:

- Round-trip transportation via British Caledonia jet
- First-class hotel, based on twin occupancy
- Continental breakfast daily
- Two London shows
- Half-day city sightseeing tour

TRANSPORTATION ONLY — CHRISTMAS 1976

XTOP Dec. 21, 1976-Jan. 1, 1977 New York-Paris-New York $359* via Pakistan Airlines B-747 jet

XTOZ Dec. 23-Dec. 30, 1976 New York-Zurich-New York $375 via Swissair B-747 jet

Prices based on group affinity airfares; see General Information.

Fares include $3 U.S. Departure Tax

*Includes $15 weekend surcharge westbound.

GENERAL INFORMATION continued from page 17

due to nonrefundable advance payments of commitments made to airlines, hotels, tour operators, etc., as follows: On affinity charter tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $25 fee, only if an eligible replacement is provided by the cancelling party; on GIT tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of tha airfare portion, per airline regulations; on group affinity tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline. On all Hawaii tours a $100 penalty per person will be assessed for cancellations received 35-16 days before departure unless a replacement is found; for cancellations received 15 days or less before departure a $100 penalty per person will be assessed, with or without a substitute.

AFFINITY CHARTER AIRFARES: Air/Land Cost Data

CODE	AIRLINE	TYPE	CAPACITY	AIRFARE	LAND COST	TOTAL COST
XN-1	Pan Am	B707	180	$118.43	$294.42	$412.85
XP-1	TIA	DC-8	254	$210.02	$191.33	$401.35
XA-1	Pan Am	B707	180	$270.13	$188.72	$458.85
XVA	TIA	DC-8	254	$225.47	$187.38	$412.85
XLL	BR. CAL.	B707	188	$203.50	$185.50	$389.00

The airfare portion of affinity charters is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity. There is no administrative fee in the airfare portion on the part of the charterer.

Plan For The Future With Insurance Protection Today.

LIFE-TIME

NEA'S Independent Educators Plan to Update Your Life Insurance Coverage

Time and inflation have probably had a profound effect upon your life insurance needs. The life insurance you bought several years ago—even if it was adequate at that time—may now be in need of considerable updating. Would the life insurance you've been living with for the past few years support your family at today's prices?

Your Association realizes what you're facing—a struggle to maintain the quality of your family's life if something should happen to you.

That's why we've cooperated with the Prudential Insurance Company of America in coming up with the Independent Educators Plan—a new insurance package that offers you a meaningful choice in protection plans for your family and your future.

Tailor Your Coverage

You can choose either of two coverages:

The Basic Plan—up to $10,000—or the Supplemented Plan—up to $20,000—of decreasing term insurance.* Either way, you select the program that best fits your needs at a price that is affordable.

*Maximum amounts apply to members under age 50 and decrease as member's age increases. Consult Schedule of Benefits for details.

	BASIC PLAN		SUPPLEMENTED PLAN	
Age of member at time of claim	Amount of insurance	Semiannual contribution**	Amount of insurance	Semiannual contribution**
Less than 30	$10,000	$ 6.00	$20,000	$11.00
30-39	10,000	7.00	20,000	13.00
40-49	10,000	15.00	20,000	29.00
50-59	6,000	24.00	12,000	47.00
60-69	4,000	36.00	8,000	71.00
70 and over	1,000	32.00	2,000	63.00

**Based on age of member on each due date.

Coverage of The Independent Educators Plan

The life insurance provided under this plan is decreasing term life insurance. This life insurance will be paid to any beneficiary you name if you die while insured. You may change your beneficiary at any time.

Unified Members Are Eligible

Protection under the Independent Educators Plan is available to Unified Members who derive their principal income from educational activity. Members currently insured under NEA Life Insurance Plans A, B, C, C+, and S, as well as those not insured, may also apply for coverage under the Independent Educators Plan.

If you leave the field of education or retire, you may continue your insurance as long as you remain a Unified Member.

Coverage under the Independent Educators Plan terminates if NEA membership ceases, if you fail to make the required contribution within two months after it is due, or if the overall program is discontinued.

The Prudential Insurance Company of America

The Independent Educators Plan is underwritten by the Prudential Insurance Company of America, a company known for financial responsibility and high quality service for more than a century.

For more information about the Plan, mail the coupon below.

Policy Form ORD 76009 SERIAL U

ACCIDENTS

Can Happen to Anyone.

AD&D Insurance Helps Ease the Financial Burden.

The financial burden of an accident resulting in death or dismemberment shouldn't be added to your family's problems. That's one good reason to have AD&D (accidental death and dismemberment) insurance, available through your Association in cooperation with the Prudential Insurance Company of America.

For $19 per year, you and each member of your family who is an eligible dependent can be covered 24 hours a day at home, on the job, or anywhere in the world, regardless of how old you are or how many eligible dependents are included for coverage. AD&D insurance is available to all Unified Members and their eligible dependents without medical examination for enrollment.*

New Revised AD&D Benefits.

In order to keep up with inflation, your Association and Prudential have revised the AD&D benefits, effective October 1, 1975. The benefit payable to a member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 — $130,000 plus $50,000.

BENEFITS WILL BE PAID AS FOLLOWS

IF COVERAGE SELECTED IS FOR:	Accident occurring while a passenger on a public conveyance:	Any other accident:
Member only	$130,000*	$30,000
Member and eligible spouse	100,000* 30,000	20,000 10,000
Member and each eligible child	100,000* 30,000	20,000 10,000
Member, spouse and each eligible child	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described above.

Losses Covered By AD&D.

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes: one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year (90 days for persons age 70 or over) of the covered accident. Benefits are payable to you if living; otherwise to any beneficiary you name.

Exclusions:

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.

The program does not cover losses resulting from: suicide, attempted suicide, intentionally self-inflicted injury, bodily or mental infirmity or disease, infection, war or any act of war, active duty in the military service, riding in races or testing automotive vehicles on a track or speedway, riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, it is being used for test or experimental purposes.

*For further information describing this program including dependents eligibility, termination provisions and details concerning the availability of an Optional Disability Benefit, mail the coupon below.

NEA Insurance Plans R-6-76
P.O. Box 433
Fort Washington, PA 19034

Please send me information on the following insurance programs:

- ☐ **Independent Educators Life Insurance Plan**
- ☐ **Accidental Death and Dismemberment Insurance**

Name: ____________________

Address: ____________________

City: __________ State: ______ Zip: ______

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Licensed in all states
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POLITICS 76

Teacher Power Is Now

For NEA teachers, summer 1976 marked a turning point of political involvement. It marked the time when teacher power matured into political power.

The NEA teachers put their actions where their concerns were.

- In June, at their Miami Beach Annual Meeting, nearly 8,000 NEA delegates paved the way for the first NEA endorsement of a U.S. Presidential candidate.
- In July, 172 teacher delegates and 93 alternates joined with other representatives of labor to become a major force at the Democratic National Convention in New York City.
- In August, another group of teacher delegates and alternates—some 50 strong—traveled to Kansas City to add their views to the decision-making at the Republican National Convention.
- This month, the NEA teachers chosen for the Association's Annual Meeting are returning mail ballots that will decide the NEA endorsement of a Presidential candidate.
- During the national election campaign this fall, more thousands of teachers will be working to elect friends of education in some 350 Congressional races in both the House and the Senate.

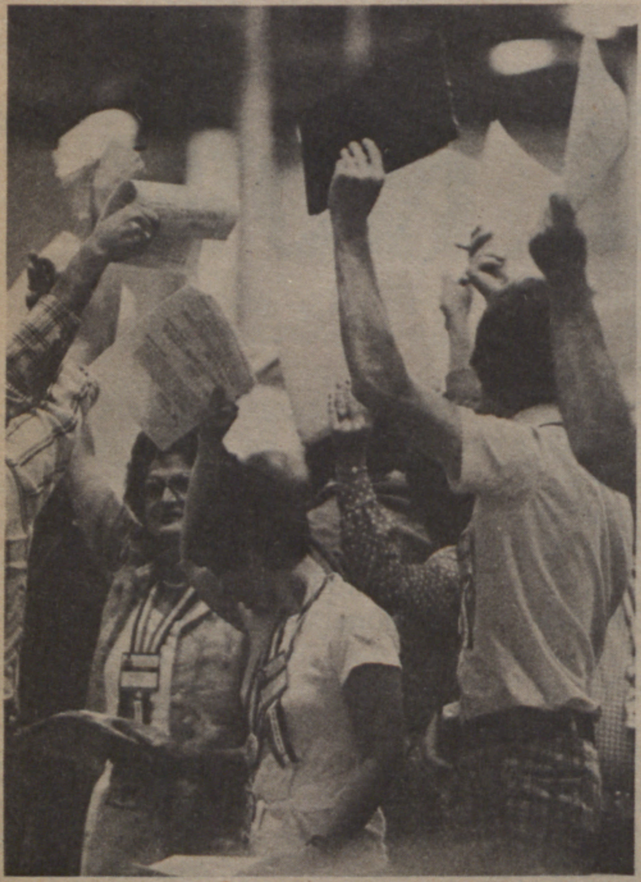
Stories in this issue of the Reporter tell of this growing political drive by NEA teachers. The stories cover: the Miami Beach Annual Meeting (starting on page 2); teacher efforts at the Democratic and Republican conventions (pages 4 and 5); two GOP teacher delegates wooed by President Ford (page 7); and the thoughts of a teacher delegate to a political convention (page 8).

Teachers have come to recognize, says NEA President John Ryor, "that we are a formidable force in the life of this nation. We have demonstrated our ability time and time again to participate effectively in the political arena. With our involvement in the public life of our nation," Ryor adds, "we will have the means, and the will, and the way to finally begin to achieve quality education in America."

NEA Delegates Clear the Way

MIAMI BEACH, FLA.—Delegates to the 1976 NEA Annual Meeting here acted to pave the way for the first Association endorsement of a U.S. Presidential nominee.

Acutely aware of the problems that continue to face education, determined to alter the course of anti-education Presidential vetoes, and reacting to recent anti-public employee Supreme Court decisions, an overwhelming majority of delegates here voted to rescind an item of business passed last year which mandated the inclusion of a "no endorsement" choice on the ballot for NEA endorsement of a Presidential nominee. As a result, all certified delegates to the 1976 NEA convention are now voting on an endorsement choice by mail.



Said President John Ryor to the 7,866 teacher delegates attending NEA's 114th Annual Meeting: "For the first time, we are going to enter the Presidential political race. We are doing so not on the basis of partisan politics. Instead we have waited for the two major political parties to decide upon their candidates and upon their platforms and policies. And you, the Representative Assembly, have chosen to evaluate the candidates and the platforms and then make our choice. And because of that choice, the wrongs that have been committed against education in this administration for the past eight years will be undone."

This year's NEA delegates were described by observers as serious, intense, and committed individually and as a body in their approach to the business at hand. Their consideration of items of new business, proposed amendments and resolutions, and other matters of business reflected maturity and sound judgment, especially in the areas of political action, teacher welfare, and human dignity.

New business items that proposed to stop NEA lobbying efforts on gun control legislation failed. So did an item which would have changed the ethnic-minority representation for delegates to the Representative Assembly from the state's ethnic population to the ethnic minority membership within the state. This amendment would have decreased the number of ethnic-minorities from the more populous states as delegates to the NEA Representative Assembly.

The teacher delegates reiterated NEA's positions calling for greater financial support of America's public schools, higher quality of school work, an improved teacher-student ratio, and an end to court injunctions against teacher strikes.

By resolution, they expanded the Association's positions on equal opportunity and on fair housing, and they added a concern about student cheating.

The delegates also approved a business item expressing concern about children's health and stressing that physical education programs should be developed and maintained "commensurate with physical maturation levels of children."

The delegates debated but retained their position on Zionism, continuing to deplore the action of the UN General Assembly that declared Zionism a form of racism.

NEA delegates re-elected John T. McGarigal, a Massachusetts educator, to a two-year term as secretary-treasurer. Marty (Martrene) Woodard, NEA director from Minnesota, and Robert Lipscomb, interim NEA director from Alabama, were elected to three-year terms on the NEA Executive Committee. President Ryor's and Vice-President Willard McGuire's terms in office expire in 1977.

The delegates adopted a $48.7 million NEA program budget for the coming year, including more than $9.5 million for the Association's UniServ effort providing professional staff for teachers in local communities. The 1976-77 NEA budget also includes more than $2.6 million for lobbying and political action aimed at expanding federal aid to education.

NEA's efforts to promote awareness of a global community also brought nine foreign teacher-leaders to the annual meeting here as honored guests. The teachers came from Africa, Brazil, Canada, Denmark, Japan, Holland, The Philippines, Spain, and Venezuela. Hosted by NEA and several state associations, the teachers toured eight states before they returned to their respective homelands in August.

NEA Presidential Endorsement Schedule

The NEA-PAC Council and Steering Committee were scheduled to meet August 21 at NEA Center to approve the ballot for the Presidential Endorsement Procedure and to consider making recommendations for the endorsement of a candidate.

Ballots were mailed to the 9,035 certified delegates to the 1976 NEA Representative Assembly within one week after approval of the ballot. The ballots will be machine tabulated in early September, and NEA President John Ryor, who chairs NEA-PAC, will announce the results soon after.

Ryor has appointed a three-member election committee to supervise the election. The committee is NEA Vice-President Willard McGuire, NEA Secretary-Treasurer John McGarigal, and Judith Owens, president of the New Jersey Education Association. All three are members of the NEA-PAC Steering Committee and Council.

nea reporter

nea helping teachers teach

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John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Assistant Editor
Dorothy K. Pierce
Assistant to the Editor

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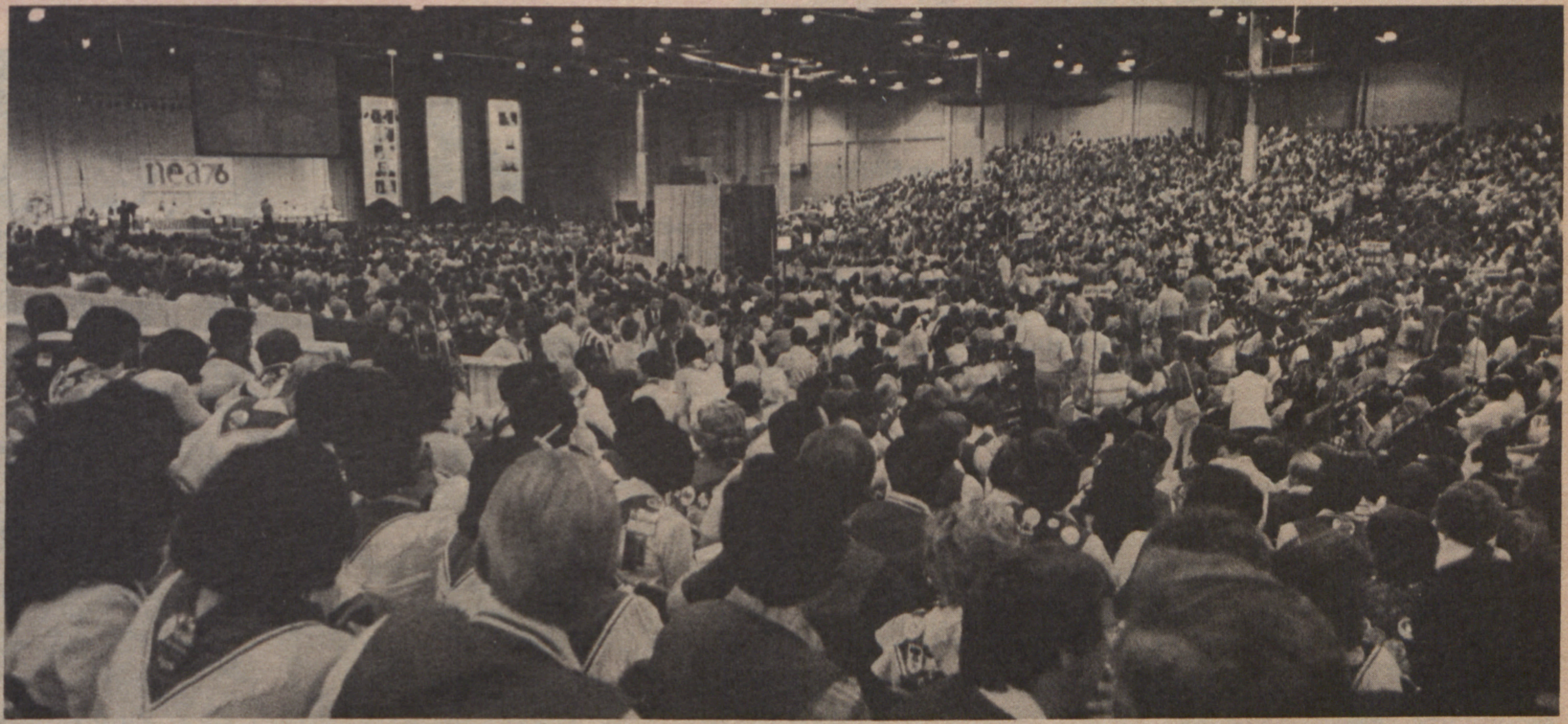
for Presidential Endorsement



John Ryor's Words to the NEA Delegates

NEA President John Ryor

Excerpts from NEA President Ryor's speech before the NEA Representative Assembly in Miami Beach this summer:

Last year, in seeking this office, I said that for far too long teachers had been the victims of an economy that more readily responded to the haves than to the have-nots. I said that I believed that there were three legislative matters which were indispensible to the goal of bringing teachers into the mainstream of America's economics and to giving us the opportunity to solve some of the most pressing problems in American education today. These were:

- Collective bargaining legislation covering all teachers and public employees;
- One-third federal funding for education; and
- Increased teachers' role in educational policy development.

These three items are *unique* in a significant way. They prove a point; we don't ask for things to be *given* to us. What we seek, and what we shall achieve, is a chance to do for ourselves.

Bargaining legislation will give us the opportunity to sit down with our employers and work out our own compensation and working conditions. It will provide a *way* for teachers to *resolve* legitimate differences of opinion with school boards without always returning to square one, without forcing confrontations. It will do even more, however, because the working conditions of America's teachers are the learning conditions of her children.

Increased and adequate federal funding isn't a luxury; it's a necessity. American education today is inadequate. Communities differ in their incomes, and, therefore, in their abilities to provide for all the children. Nor can the states alone provide the answers. Left to the states, the problem of financing the nation's public schools becomes a question of reducing the richer districts to create a parity with the poorer districts.

And that's not an acceptable answer. . . . The answer is upgrading, raising the poor to the opportunity level of the wealthy.

NEA Executive Director Terry Herndon

Victories Won, Problems Remain, Herndon Tells Delegates

MIAMI BEACH, FLA.—NEA Executive Director Terry Herndon told delegates here of NEA victories over the past year and of major problems that lie ahead.

He noted that NEA membership has reached a historic high of 1,870,000; that this year's successful vote in the Asociacion de Maestros de Puerto Rico successfully concluded the effort to achieve unification in every state affiliate; that the separate black and white Mississippi teacher associations have merged to become one affiliate—the new unified Mississippi Association of Educators; that new collective bargaining laws have been effectively implemented in California, Iowa, Kansas, and Minnesota; and that NEA has nearly completed implementation of its new constitution.

Other victories Herndon mentioned included growth of NEA's new affiliate in New York—the New York Educators Association.

Discussing problems that lie ahead, Herndon pointed out that 61,000 teachers lost their jobs this year. "Fully 25 percent of the substantial districts in the country pink-slipped dedicated teachers, and 40 percent of these for no reason whatsoever except insufficient funds," he said.

AT DEMOCRATIC AND GOP CONVENTIONS

NEA Teachers

At both the Democratic National Convention in New York City and the Republican National Convention in Kansas City, NEA teachers made themselves visible and made their strength felt. In New York City, teachers made up 172 delegates—about six percent of the 3,008 total. And there were 93 teacher alternates. A smaller, but active, contingent of teachers—some 50 delegates and alternates—took part in the GOP meeting.

At the Democratic meeting, teachers also made their presence felt on important committees, with five members on the platform committee, five on the rules committee, and two on the credentials committee.

Commenting on this strength, NBC-TV's David Brinkley remarked that public employee groups were the most heavily represented of any labor organizations at the convention, and "the biggest of them, incidentally, is teachers." Examples of other news coverage are that ABC-TV followed teacher delegate Rosemary Reid of Michigan around throughout the convention, and NBC-TV interviewed Pennsylvania teacher Walter Radishek during prime time.

"ONLY THE BEGINNING"

Showing up strong at the convention is only the beginning of teachers' challenge in this election year, NEA President John Ryor told the caucus of nearly 600 delegates and alternates under the banner of the Labor Coalition Clearinghouse, which is made up of NEA and eight other employee organizations. The coalition was set up about a year ago to ensure a voice for the groups' members in the Democratic convention and platform.

Working both separately and through the labor coalition, teachers were well rewarded for their year-long campaign to get the Democratic candidates and party platform to recognize the needs of the profession and education. Presidential nominee Jimmy Carter gave strong play to education in his acceptance speech and committed himself to numerous NEA positions in pre-convention interviews. In his convention address, he not only called for renewed support for public schools but also included "excellence in the education of every child" as one of the basic needs of the nation.

TEACHERS BACK MONDALE

NEA teachers also backed education advocate Walter Mondale, the Minnesota senator who Carter picked after consulting with NEA and other organizations in the labor coalition. Mondale has been one of the hardest fighters for NEA legislative priorities and was one of the leaders in overturning President Ford's vetoes last year of education appropriations and school lunch measures.

As pointed out in the Reporter's March 1976 compilation of votes for NEA's "Legislative Report Card," Mondale had an unbroken string of "right" votes. Mondale serves on the Senate Committee on Labor and Public Welfare and its Education Subcommittee plus the committees on budget, finance, and nutrition and human needs, among others.

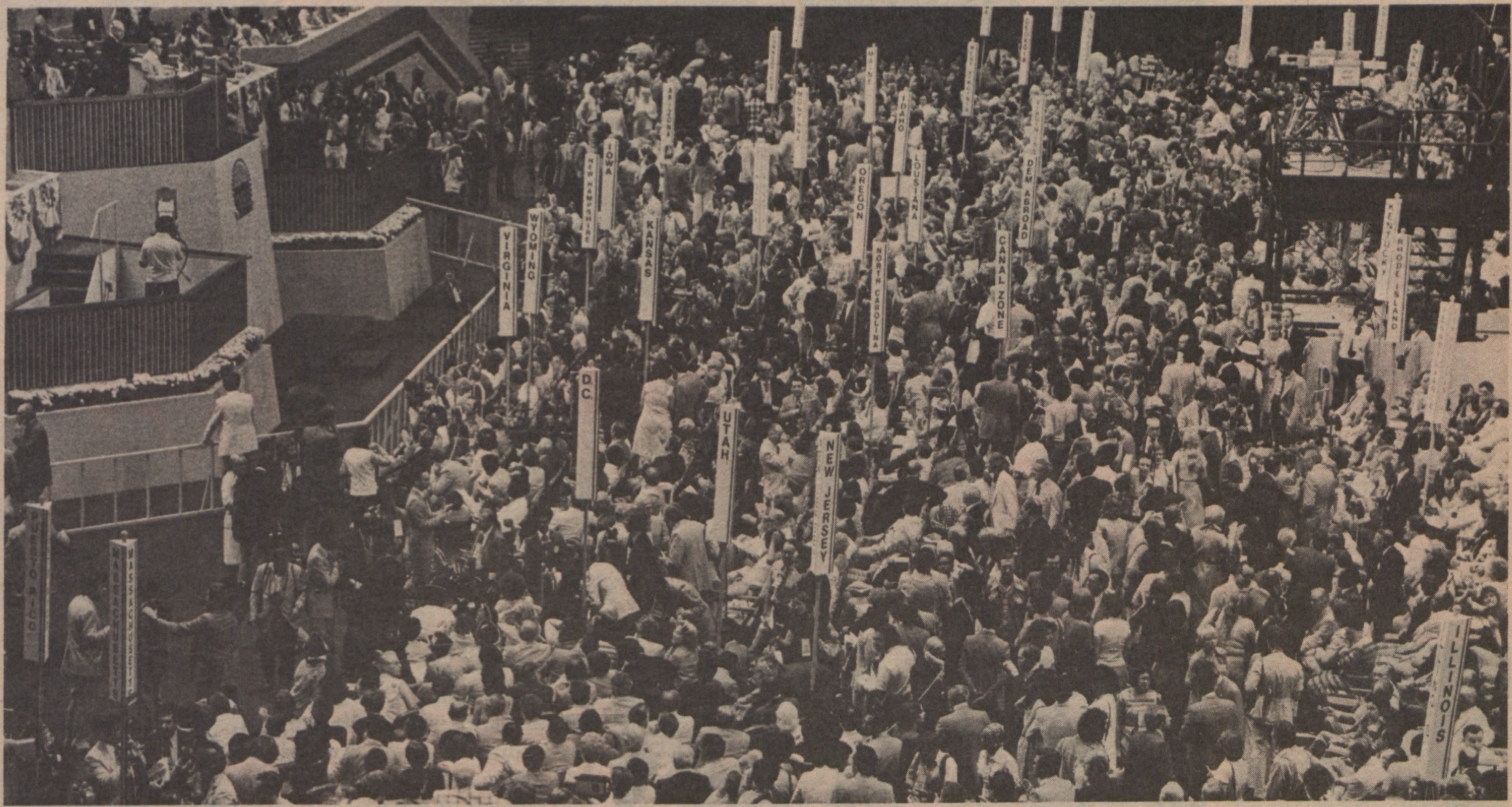
As did over 170 other teachers, Democratic delegate Beth C. Nelson sports an NEA pin along with an official badge and other items. Nelson, who served as 1975-76 president of the Virginia Education Association, is a teacher at Radford College.

Governor Carter also has expressed support for a number of teachers' goals. In written responses and in an interview with NEA President John Ryor earlier this year, Carter called one-third federal funding "a good goal" and put "particular emphasis on the obviously inadequate system of financing." Calling for "a stronger and stronger" federal role, however, he said there were a number of things that can be done right away, such as removing the prohibition against use of local revenue sharing funds for education. Carter said he would like to cut down on the number of categorical federal education programs but added that he wanted to see special programs for deprived children be retained. And, despite his much-publicized desire to reduce the number of government departments, he stated that "the only new department that I know of that ought to be created is a separate Department of Education."

On the issue of public employee bargaining and strikes, Carter said he does support bargaining rights for teachers and other public employees. However, he prefers binding arbitration in disputes unless the employer will not accept the ruling of the arbitrator. In the latter case, he said, "Then I favor the right of the employees to strike." Further, he noted, "I would strongly support legislation . . . that if the arbitration is completed and the teachers . . . still have no redress except to strike, that they be granted that right without fear of punishment."

Among other NEA priorities supported by Carter in the interview were ratification of the Equal Rights Amendment and portability of teacher pensions.

Come on Strong



There are 172 NEA teachers among these 3,008 delegates at the Democratic National Convention in Madison Square Garden, New York City. It was, as NBC-TV's David Brinkley told his audience, the biggest organized group at the convention. NEA teacher delegates also made their voice heard at the Republican National Convention in Kansas City.

NEA Testifies on Democratic Platform

Prior to the Democratic National Convention, NEA made written and oral presentations to the party's platform committee. NEA Executive Director Terry Herndon testified in person before the platform committee.

Among the NEA goals spelled out in the final version of the Democratic platform were *federal collective bargaining rights for all public employees* and *greater federal support of the public schools:*

COLLECTIVE BARGAINING

Over a generation ago this nation established a labor policy whose purpose is to encourage the practice and procedure of collective bargaining and the right of workers to organize to obtain this goal. We support the right of public employees and agricultural workers to organize and bargain collectively. We urge the adoption of appropriate federal legislation to ensure this goal.

EDUCATION

We should strengthen federal support of existing programs that stress improvement of reading and math skills. Title I of the Elementary and Secondary Education Act must reach those it is intended to benefit to effectively increase these primary skills.

We should also work to expand federal support areas of educational need that have not yet been addressed sufficiently by the public schools—education of the handicapped, bilingual education and vocational education, and early childhood education.

Platitudes are well and good, NEA President Ryor tells the GOP platform committee, but to provide quality education costs money.

NEA Testifies on Republican Platform

KANSAS CITY, MO.—Grand platitudes about education as the foundation of society are all well and good, NEA President John Ryor told the Republican Party platform committee here, but providing quality education costs money. Without funds, he said, "schools are caught squarely between a rock and a hard place," facing teacher lay-offs, bigger classes, and fewer materials and programs.

Ryor outlined several top NEA priorities to the committee, concentrating on increased federal funding and collective bargaining for public employees. He added up current local, state, and federal shares of the cost of public schooling to emphasize that the federal government kicks in only 7.8 percent of the $67.2 billion total.

On the issues of collective bargaining for public employees, Ryor said that "federal leadership is desperately needed." Teachers everywhere face "recalcitrant employers with unilateral control over the purse strings of tight budgets," he stated.

Hands raised and joined in unity, the presidents of the eight groups that make up the Labor Coalition Clearinghouse stand with their delegates at the Democratic convention. NEA President John Ryor is at left; next to him are Auto Workers President Leonard Woodcock and Municipal Employees President Jerry Wurf. Other presidents at the meeting are Glenn Watts (Communications Workers), Red Smith (Machinists), Arnold Miller (Mine Workers), Ken Brown (Graphics Arts Union), and David Fitzmaurice (Electrical Workers).

Teacher-Labor Coalition Clicks at Democratic Convention

NEW YORK CITY—There were two stories at the otherwise news-scarce Democratic National Convention: The selection of Sen. Walter Mondale as the Vice-Presidential nominee, and the daring daylight theft by the Labor Coalition Clearinghouse of AFL-CIO's thunder.

The delegate strength of NEA and the other eight organizations in the labor coalition was impressive. Teachers alone accounted for 172 delegates and 93 alternates. When the other groups were added, the coalition's totals climbed to 418 delegates and 134 alternates. Thus, teachers—who make up only one percent of the nation's population—comprised nearly six percent of all delegates to the convention, and the coalition as a whole about 14 percent.

A YEAR'S ORGANIZING

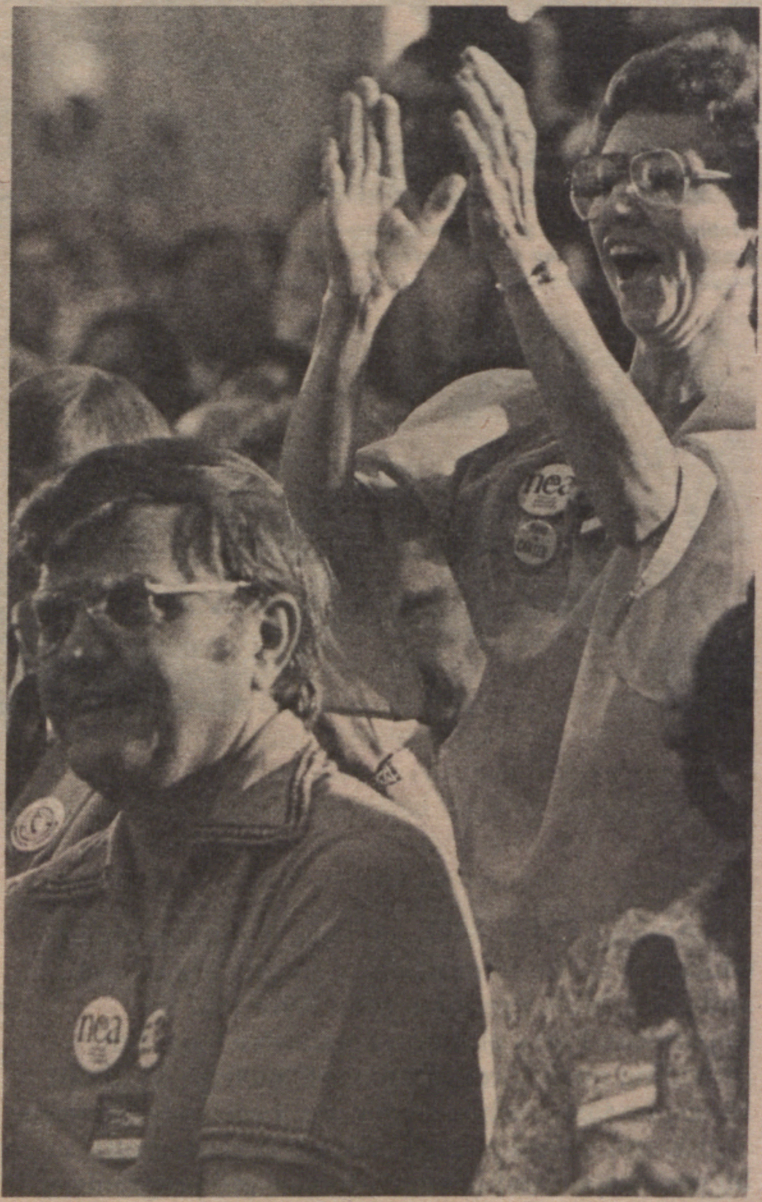
Coming to the convention with a year's worth of organizing and primary work under its belt, the coalition included NEA, the United Auto Workers, the United Mine Workers, and six AFL-CIO unions not inclined to sit out the political process as George Meany held AFL-CIO on the sidelines: the American Federation of State, County, and Municipal Employees; Communications Workers of America; Graphic Arts International Union; International Association of Machinists; International Union of Electrical, Radio, and Machine Workers; and the Oil, Chemical, and Atomic Workers. The coalition came together to assure that members of participating organizations won delegate seats and a voice in the Democratic primaries, platform, and convention and should not be confused with the Coalition of American Public Employees, a permanent body with mostly different member organizations.

COALITION GOALS

The goal of the Labor Coalition Clearinghouse was not to endorse a candidate—NEA and the others will go about endorsement in their own ways—but to ensure their members, as delegates, a voice in the party platform and in deliberations of important committees and, further, to influence the candidates' positions on issues of concern to their members.

The coalition opposed the party power structure on a number of proposals to reform rules—and won several major points. One of the most important of these was passage of a proposal by the Rules Committee—on which NEA has five members—to close the loophole in party rules permitting winner-take-all primaries.

"We can all look around this room today," NEA President John Ryor told a Labor Coalition meeting, "and see the results of a delegate drive unprecedented in recent years in this nation. Our various organizations came together to ensure that progressive people would lend their wisdom to the Democratic leadership at this convention."



Ryor got enthusiastic applause as he declared, "Let us proclaim today that no one can remain aloof from the politics of our nation. The failure to lead in the past two Presidential campaigns cost this country greatly. It will do so again unless we put an end to it."

Uncommitted Republican Teacher Delegates Wooed by White House

Alton Huntley, PSEA-NEA member and uncommitted GOP convention delegate, is greeted by President Ford at the White House.

WASHINGTON, D.C.—*Two Pennsylvania State Education Association teacher activists—Alton Huntley and Kathy Hewston—attended a caucus on Capitol Hill and a meeting with President Ford prior to the GOP national convention. The teachers, both uncommitted delegates to the Republican convention, were interviewed at NEA Center here.*

Huntley, who supervises student teachers at Edinboro State College, is a long-time politician, now in his third year as mayor of Edinboro. Hewston, a Greensburg social studies and speech teacher, got into politics last year for the first time, working for a colleague who was running for county commissioner.

REPORTER: What hope do you have for education as a priority should another Republican administration win in November?

HUNTLEY: Well, I can't be overly optimistic based upon the previous records, particularly of the Republican candidates. On the same token, I have hope for the Republicans because we've had in Pennsylvania some Republican governors who have been very pro-education. I am not thrilled at all about Mr. Ford's record or Mr. Reagan's at this time in education, even though they have both supplied me with data showing their educational positions and what they have done for education. I think they could do much more and I'd like to be part of that turn-around if it is possible in the Republican Party. I'm beginning to plant some seeds anyway toward that change.

REPORTER: Do you believe teachers should become more involved in politics?

HEWSTON: Most definitely.

HUNTLEY: I think every social studies teacher should run for office just to get the experience, win or lose. I've learned that the system doesn't run quite the way the book said it runs.

HEWSTON: No, it doesn't at all. A lot of lesson plans will be changed this year.

REPORTER: How will you feel as a Republican should NEA's endorsement go to Jimmy Carter?

HEWSTON: I think we are more or less expecting it at this point, so I'm not going to feel surprised or betrayed. At this point, I'm not even sure who I'd vote for in November.

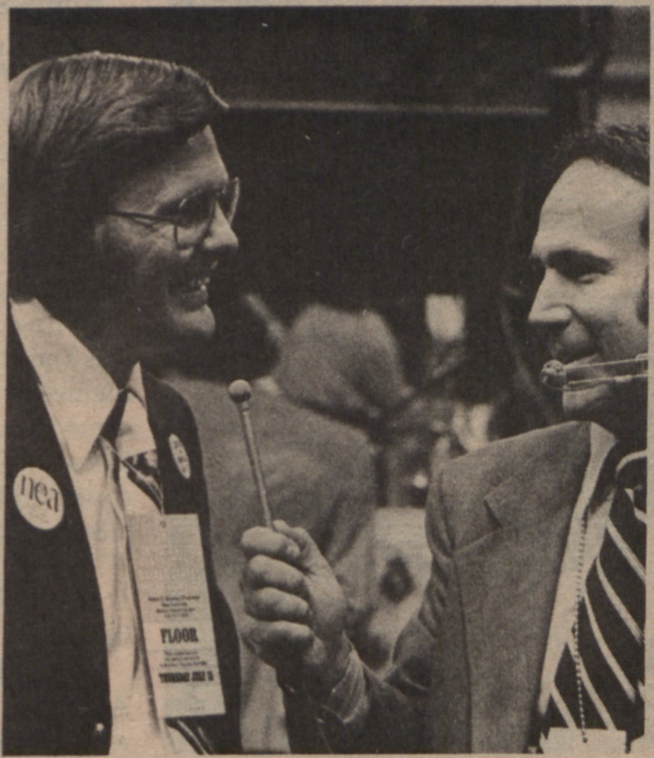
HUNTLEY: I think that we as a professional organization should strive to get as much strength into both platforms as we can in support of education. Therefore I think it is obligatory on the teachers of both parties to work toward these goals and let the personalities take care of themselves so that whomever happens to become President, Republican or Democrat, we have stronger commitments to education. I support the NEA process of endorsement. The last thing we need to do is take our teacher profession and turn it into Democratic or Republican camps.

UniServ staffer loves it:
"My Brother May Be the Nation's Next Vice-President"

NEW YORK CITY—Mort Mondale beamed with pride during the Democratic National Convention here as his older brother, Minnesota Sen. Walter Frederick (Fritz) Mondale, 48, gave his acceptance speech for the Vice-Presidential nomination.

A large blue-and-white NEA button adorned the younger Mondale's navy summer suit during a "tiring but exciting day" of interviews. William Morton (Mort) Mondale, former music teacher and past president of the Minnesota Education Association and of the National Council of State Education Associations, currently works as a UniServ representative in Aberdeen, S.D.

"No one else on the convention floor knows Fritz as I do and knows that what he says about caring for people is true. He has been this way forever. One particular memory from when I was six and Fritz was 13 sticks in my mind," he recollects. "I was staring at a family in an overloaded ancient truck. Fritz chewed me out for demeaning them and for not recognizing what I was doing to someone else. Looking back in later years, I was amazed by his perception as only a 13-year-old kid. But he was always caring and angry at injustice long before his days as Minnesota's Attorney General."

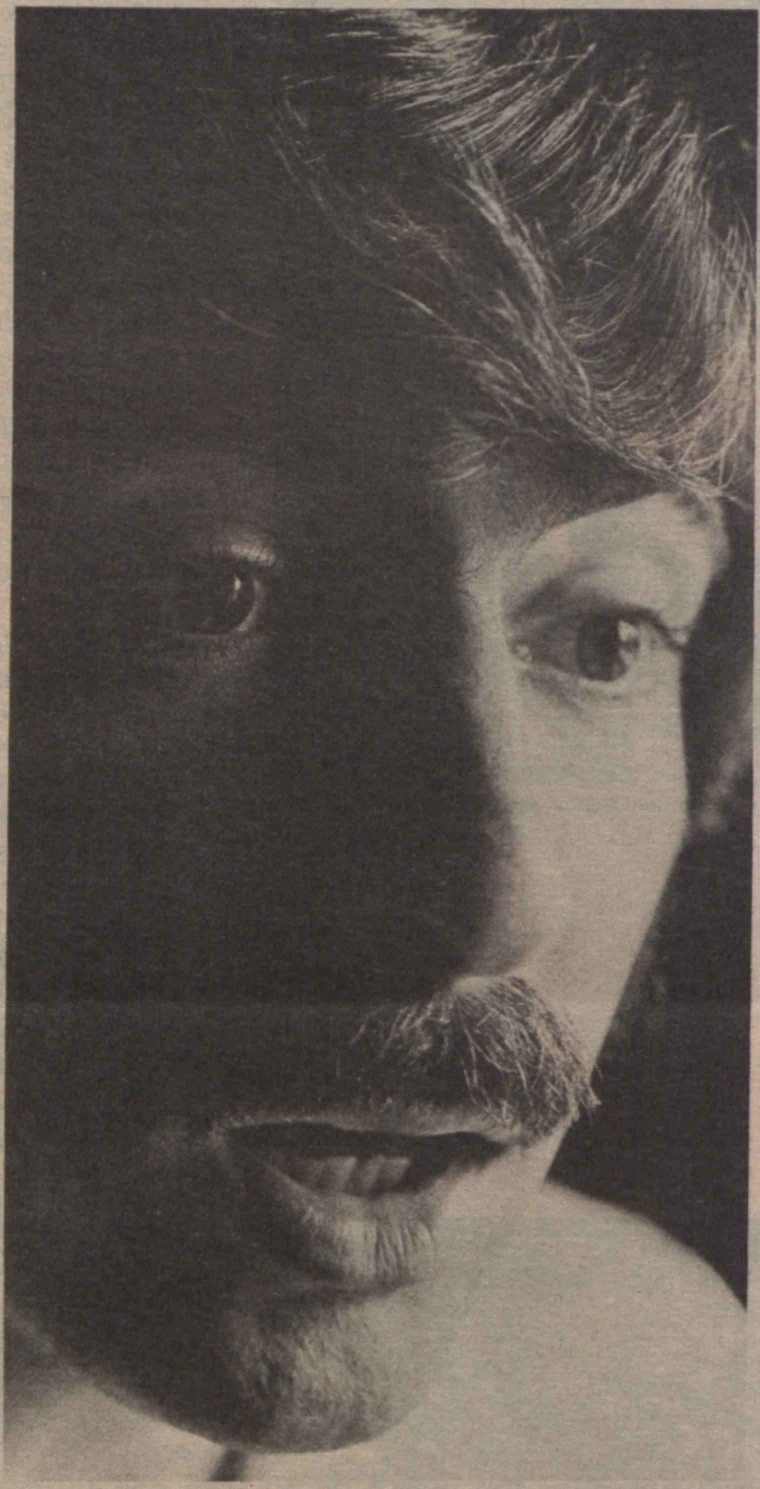


CBS News Correspondent Morton Dean interviews Mort Mondale on the floor of the Democratic National Convention. "It's incredible," Mort Mondale said. "This man who is my brother will in all probability be the next Vice-President and a heartbeat away from the Presidency."

People in the News

NEA REPORTER INTERVIEWS

A Teacher Delegate to a Party Convention



Roger White, a 29-year-old elementary school teacher in Waterloo, Iowa, was chosen a delegate to the Democratic National Convention this summer in New York City. White, along with more than 170 other teacher delegates, spent convention week in state caucuses, on the floor of Madison Square Garden, and in caucus sessions with other NEA teachers and labor union members who joined with NEA in the Labor Coalition Clearinghouse.

The REPORTER talked with White twice. First, before the convention; then, on the convention's final day. Here are his comments.

REPORTER: Roger, when did you first get involved in politics?

WHITE: It was about four years ago, during the George McGovern campaign. A good friend of mine, whose brother was a delegate that year, was organizing Students for McGovern, and I got involved—working, doing door-knocking, canvassing.

REPORTER: What was your first political involvement as a teacher?

WHITE: Two years ago, I joined the governmental affairs committee of my local, the Waterloo Education Association. We were working for some endorsed candidates in the fall election. Then, the following spring, I got involved in communicating with the legislators we had helped elect. Then last year I became chair of the committee, and again this past winter I was organizing teachers to communicate with legislators and organizing forums where legislators could come in and talk with teachers and the public in general.

REPORTER: How did the process start that led you to becoming a national party delegate?

WHITE: In Iowa, precinct caucuses choose delegates very early in an election year—January 19 this year, to be exact. I spent most of my Christmas vacation tooling up for these caucuses—a good amount of time writing and summarizing things, getting together a packet of materials we could use in a workshop, organizing teachers by precinct. I was elected one of the three delegates from my precinct. The next step was the county convention, at which I was chosen for the district level. Then, within the district, we did the same thing we had done before the county convention. We identified teachers and other people we could count on for votes. I had support from teachers, from labor groups, and from just plain folks.

REPORTER: Did teachers work with labor unions in Iowa?

WHITE: Definitely. We were working with AFSCME and the Communications Workers, as well as with the Meat Cutters and Packers—at that time we did not know that the UAW was part of the coalition.

* * * * *

REPORTER: Roger, it is now the final day of the convention—you've just come through four days of the Democratic National Convention. How do you feel about the results?

WHITE: I am pleased with the outcome. I think we probably have a stronger candidate than if Udall had been nominated—he was my first choice—

White sits with other Iowa delegates in Madison Square Garden.

because it was Carter who got the votes through the primaries. So I am supporting Jimmy Carter very, very much. As for Mondale, reporters have been asking me for some time my first choice for Vice-President, and I have been saying that it is Mondale.

REPORTER: How do you feel about the process you have just been through—the caucuses, meetings, votes, etc.?

WHITE: Well, I think I attended every one of the NEA caucuses. Their major function was information sharing and, in a few cases, debating the issues on some of the minority reports and some of the votes that would be coming to the convention floor. We talked at length one day about recommending to Mr. Carter a Vice-Presidential choice. It probably would have been a good idea if we did, because the particular motion was in support of Mondale.

REPORTER: Did you attend any of the Labor Coalition meetings?

WHITE: Yes, and they turned out to be good sessions—we supported each other by being there—the NEA caucuses were a bit that way too—we did a lot of back-patting. We saw and talked to people from other parts of the country and learned a lot.

REPORTER: How did you feel as a teacher in a labor caucus?

WHITE: Very comfortable. And I think the labor delegates accepted us, too. More than that—the NEA teachers were not only accepted, we were an integral part of the group. Had NEA not been in the coalition, it would have been a much more diminished coalition. NEA brought a lot of people in and made the coalition and its releases to the press more significant.

REPORTER: What will you be doing as a politician and as a teacher between now and November?

WHITE: Well, I'll be doing a lot of the same things I was doing before I came here. I'll be working in local candidates' campaigns—those running for the state legislature or for the Congress in our district. I'll be doing some voter registration work and some door-to-door canvassing, probably telephoning and this kind of thing.

I especially plan to work very, very hard to make sure that we've got teachers involved in this process wherever we can. I think we must maintain our credibility now, and the only way to do that is to keep the people out there doing the volunteer work, knocking on the doors, and working for these candidates. My particular bias, of course, is in the Democratic Party, but I'll be on the governmental affairs committee in our UniServ unit in the fall, so I'll be urging teachers to get behind any endorsed candidate, Republican or Democrat.

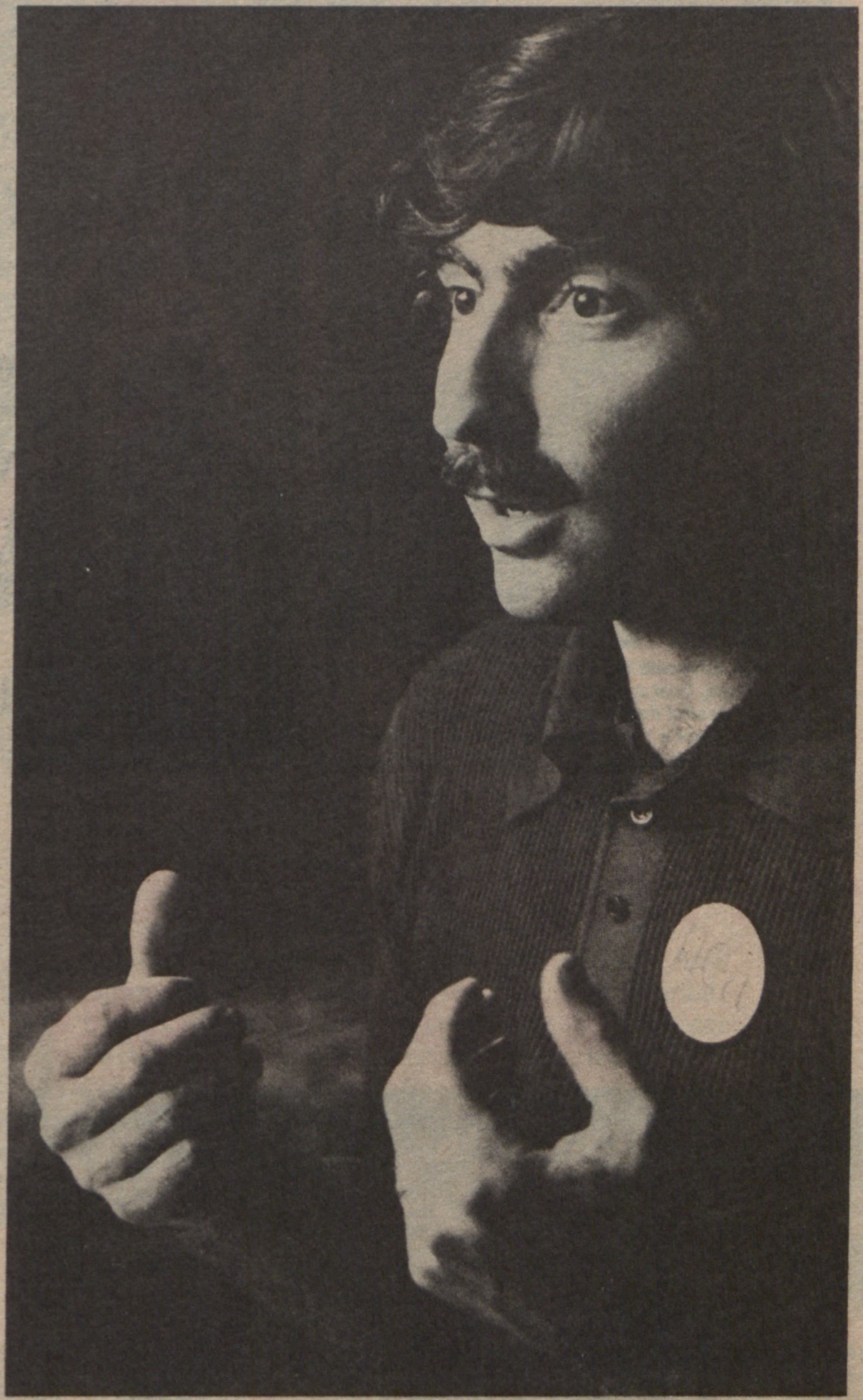
REPORTER: Then it is not too late for teachers who want to be involved in this year's election?

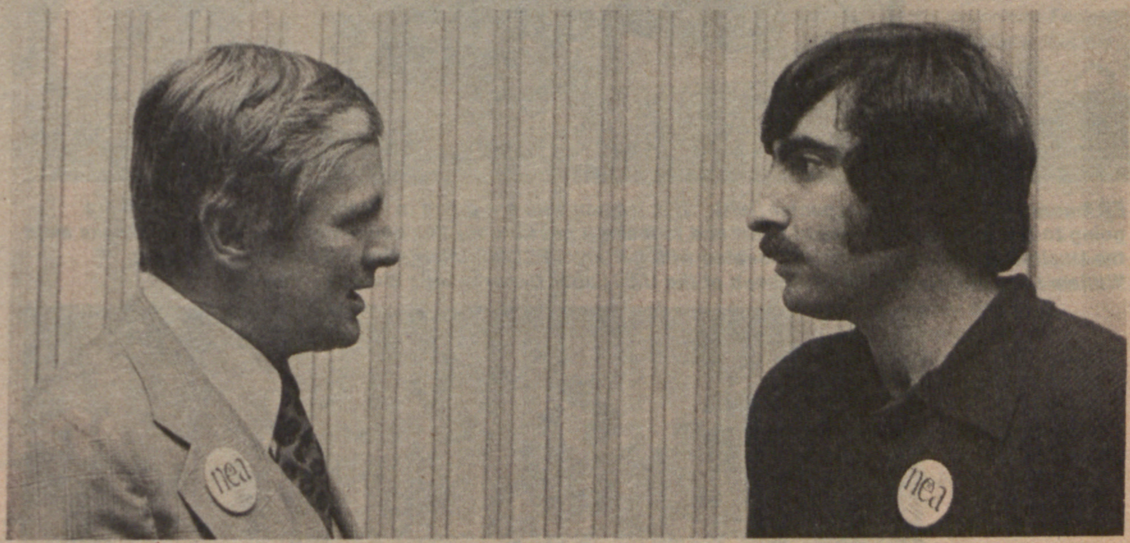
WHITE: Oh, it's just beginning! Up to now, it has been the very politically concerned people who have been involved. There is still plenty of time for less experienced people to help—and we want their help.

REPORTER: Finally, Roger, what are you going to tell your pupils about the political process when school starts this fall?

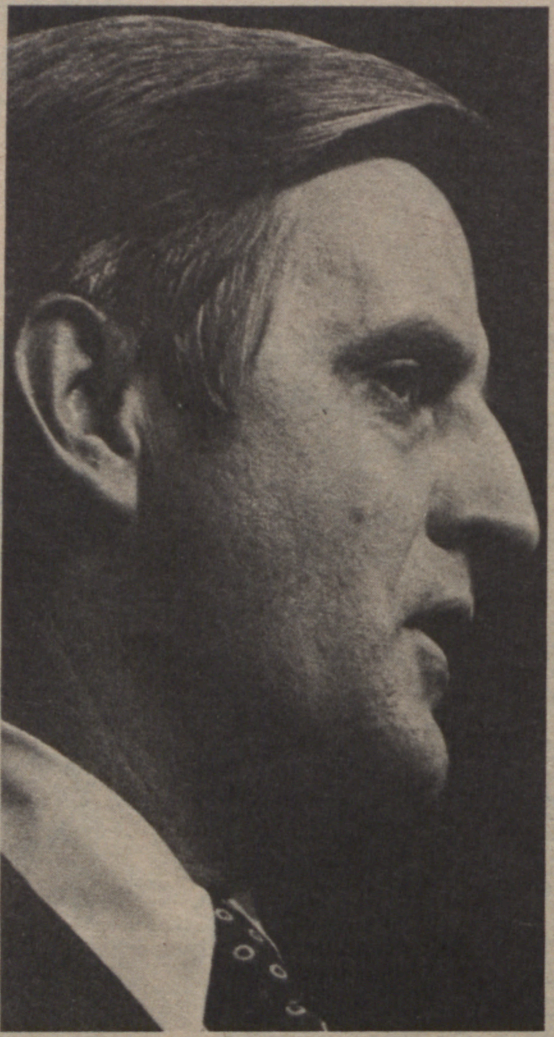
WHITE: I am going to tell that it's alive and well. I feel now that I have a much clearer and better perspective on the kinds of pressures that people in political life have to deal with. Politics is the business of people. And it requires real tough decisions to be made—and those compromises don't come easily. So I think that if I can communicate that to my pupils, I will help them understand better what our democracy is all about.

"I'm going to tell my pupils that the political process is alive and well."

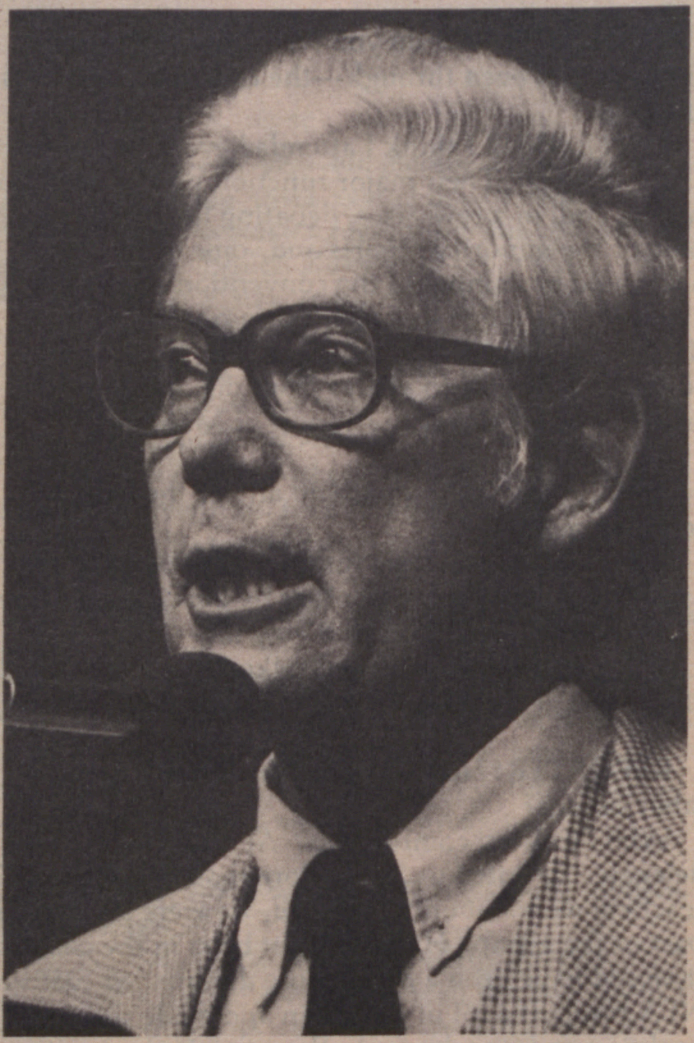




Prior to an NEA teacher caucus meeting, White chats with NEA President John Ryor.

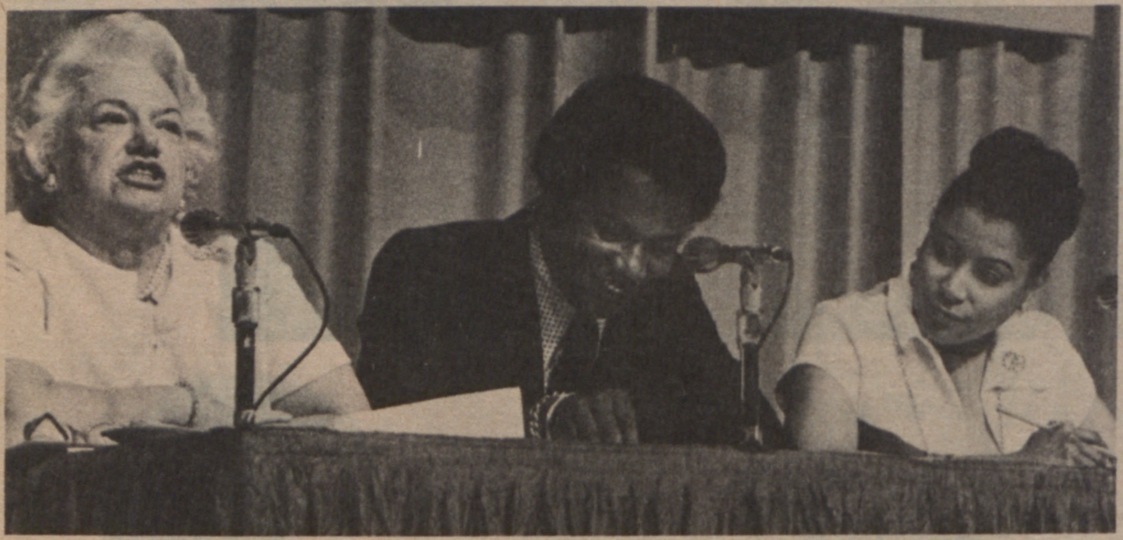


Education Advocate Sen. Walter Mondale of Minnesota, later named Democratic Vice-Presidential nominee, urges teachers here to help put a "people's President in the White House."



Illinois Congressman John Anderson, the Republican Party's spokesman, here appeals to Critical Issues conferees to "avoid looking inward and becoming so caught up in your own needs . . . and they are so very great, that we fail to look at the world outside."

Critical Issues Sessions Look at Politics and the Future



ERAmerica Co-Chair Liz Carpenter (left): "It is women who are going to lift the national spirit, who are going to bring the mellowness of heart and to make it possible for this country to offer some happiness amid the frustrations of today's world." Seated with her are AFSCME International Secretary-Treasurer William Lucy and Carmen Maymi, head of the U.S. Labor Department's Women's Bureau.

Agronsky and Company discuss "Politics and Power" at the Critical Issues Conference.

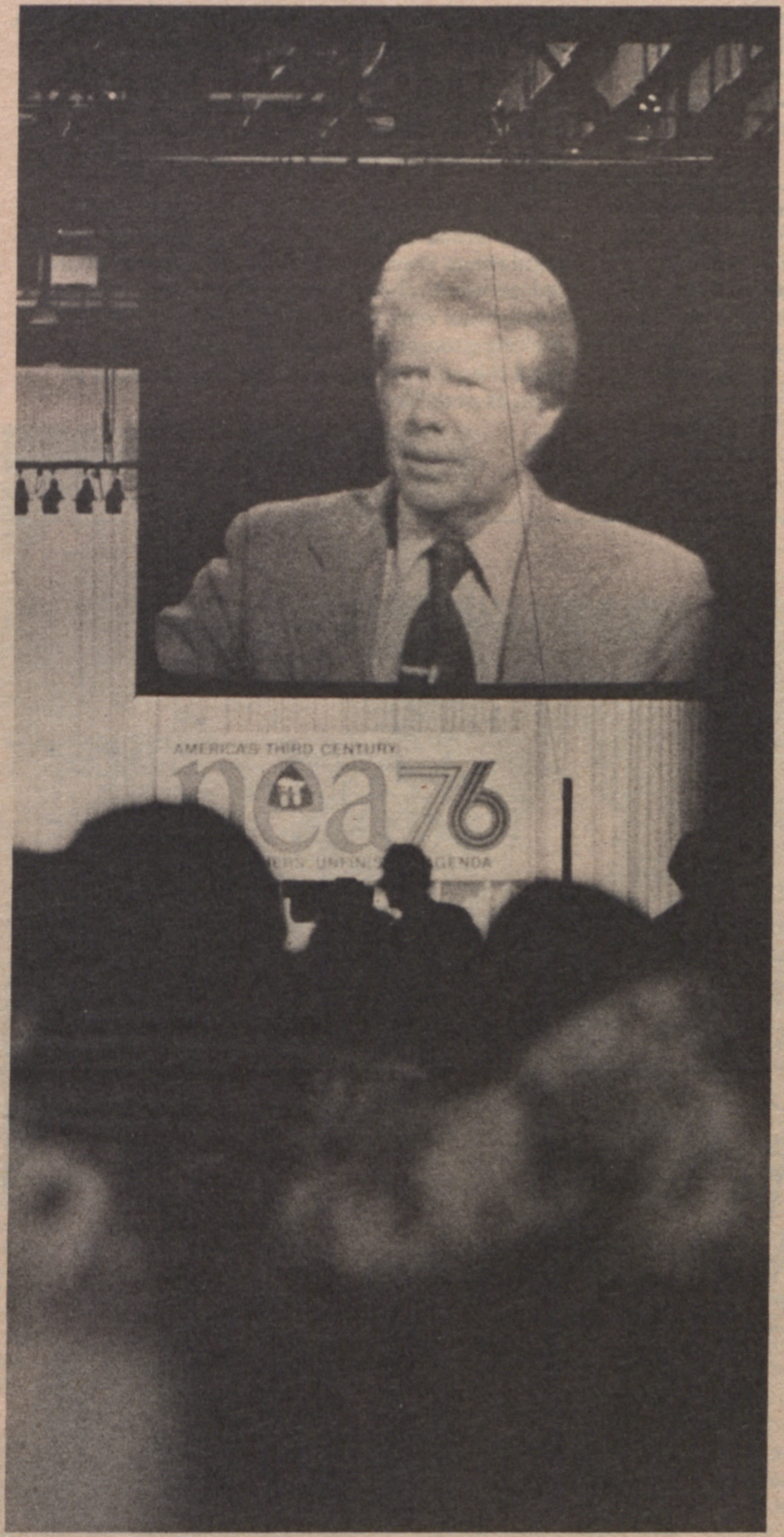
MIAMI BEACH, FLA.—A day-long Critical Issues Conference preceded the business sessions of the NEA Annual Meeting here this summer. The conference theme was "America's Third Century: The Teachers' Unfinished Agenda."

Conference speakers included Helvi Sepila, UN assistant secretary general; Mike Wallace, CBS News correspondent; Liz Carpenter, co-chair of ERAmerica; William Lucy, international secretary-treasurer, American Federation of State, County, and Municipal Employees, AFL-CIO; Carmen Maymi, director of the Women's Bureau, U.S. Department of Labor; and John Thompson, secretary general of the World Confederation of Organizations of the Teaching Profession.

Other speakers included Sen. Walter F. Mondale (D-Minn.) and Rep. John Anderson (R-Ill.), representing the Democratic and Republican National Committees. Mondale received tumultuous applause when he exclaimed, "It was here in this convention hall in Miami that Nixon asked for four more years—we gave it to him and he gave it to us."

Also featured at the Critical Issues Conference was "Agronsky and Company," including moderator Martin Agronsky; Elizabeth Drew, James J. Kilpatrick, and Carl Rowan, syndicated columnists; Peter Lisagor of the *Chicago Daily News*; and Hugh Sidey of *Time* magazine. One of the more provocative observations was Agronsky's: "Things are upside down in this year's primaries—the Republicans are fighting and the Democrats are organized."

NEA 1976 Annual Meeting



The NEA delegates, who will vote on the Presidential endorsement, viewed filmed interviews with Jimmy Carter and Gerald Ford.

NEA President John Ryor (center), Florida Teaching Profession Executive Secretary Don Cameron, and Broward County teacher Anna Gordon denounce Florida's inadequate bilingual education at a news conference during the NEA Annual Meeting.

Bicentennial Award Winners: Maryland Association, Two Senators, Three Teachers

MIAMI BEACH, FLA.—During the NEA Annual Meeting here NEA Bicentennial Committee Cochairpersons Helen D. Wise and James A. Harris presented the first NEA Peace Trophy-Dorros Award to the Maryland State Teachers Association. The Dorros Award, established by the NEA Bicentennial Committee, honors organizations that have been judged by a panel of leading educators to have made a significant contribution to the global community concept.

Sen. Birch Bayh of Indiana and Sen. Mike Mansfield of Montana were among individual winners of special NEA Bicentennial awards. Also announced were winners of the NEA Bicentennial Essay Contest. First-place winner was Julia Moore Rackleff of Tulsa, Okla.; second-place, James D. Creasy of Kansas City, Mo.; and third-place, Ruby L. Abbott, Hanahan, S.C.

NEA's Bicentennial theme is "A Declaration of Interdependence: Education for a Global Community."

The NEA delegates re-elected Massachusetts educator John T. McGarigal (above) to a two-year term as secretary-treasurer. In this photo, McGarigal is receiving an award from the Plymouth County (Mass.) Education Association. At left is Loretta Quinlan, who received the first such Plymouth award 17 years ago; at right is 1975-76 Massachusetts Teachers Association President Mary J. Gilmore.

The NEA delegates heard from Jerry Wurf, president of the American Federation of State, County, and Municipal Employees, an AFL-CIO union that joined with NEA in forming the Coalition of American Public Employees. Blasting recent Supreme Court decisions that have limited the rights of public employees, Wurf called on NEA members to join with his union's members to demand "political accountability" from both the legislative and executive branches of government.

Ford Veto Overturned, School Construction $$ On the Way

WASHINGTON, D.C.—NEA lobbyists helped overturn a Presidential veto in July, a victory that could result in a bonanza for depressed school districts with plans under way for construction, repair, or other improvements.

Congress forced a $3.95 billion public works bill into law July 22 as the House joined the Senate in overriding President Ford's veto 310 to 96.

The measure authorizes $2 billion through fiscal 1977 for federal grants up to 100 percent to state and local governments for construction, repair or other improvements of local public facilities, including schools and libraries.

At least 70 percent of the projects must be selected from areas where unemployment rates exceed the national average, now 7.8 percent; up to 30 percent may go to areas where rates of unemployment are between the national average and 6.5 percent. Priority will be given to projects with architectural and engineering work largely completed and ready to begin on-site labor within 90 days of project approval.

The federal measure calls for an additional $1.25 billion in emergency anti-recessionary help to state, county and local governments for continuance of basic services during periods of extremely high unemployment. The law also authorizes $700 million to help states build sewage treatment plants.

Rep. James D. Wright Jr. (D-Texas), manager of the House debate, said that "a local school district, under the terms of the bill, most emphatically is considered as a local subdivision of government, and therefore, is entitled to participation along with other local governmental subdivisions."

The program will be administered by the Economic Development Administration in the Department of Commerce. EDA representatives in each state can assist local education agencies apply for grants.

NEA is following through on getting a sufficiently broad definition of local governments in the regulations to ensure eligibility of dependent and independent school districts. Proposed rules and regulations were announced August 23. NEA is seeking prompt enactment of appropriations to fund the projects so on-site hirings can start as soon as possible.

Guide, Other Materials May Be Ordered for American Education Week

WASHINGTON, D.C.—American Education Week—sponsored by NEA, the American Legion, the national PTA, and the U.S.Office of Education—is planned as a time to bring the school and community closer together. This year, the week is November 14-20.

Printed and film materials to help with the observance may still be ordered (with payment) from NEA Order Department, The Academic Building, Saw Mill Road, West Haven, CT 06516. Among materials available:

- The 1976 AEW Packet ($3; stock #5050-9-OD), including five public information leaflets, an observance manual, a speakers and writers sourcebook, a wall poster, name tags, invitation forms, and sample publicity aids.
- Open House Planning Guide ($16; stock #1960-1-OD), which includes many illustrations from actual school open house activities, photographed while observances were in process. The filmstrip has a viewing time of approximately nine minutes and the narration is on cassette tape, designed for either audible or inaudible advance. A *Leader's Guide* accompanies the filmstrip. In the *Guide* are full instructions for a visual presentation, plus the complete text and visuals of the script.

SUPPORT **AMERICAN EDUCATION WEEK**
November 14-20, 1976

"EVERYBODY RIDES THE CAROUSEL," an animated visualization based on concepts of Psychoanalyst Erik Erikson, is the first NEA-recommended show of the new season. Created by the award-winning team of John and Faith Hubley, it will be presented at 8 p.m. (EST) Friday, September 10 by CBS-TV.

Utah Man Wins $2,000 Carr Award

WASHINGTON, D.C.—Clark L. Puffer, executive director of the Ogden/Weber Associations in Utah, has been named recipient of NEA's William G. Carr Scholarship Award. The award was established in 1967 in honor of the former executive secretary of the NEA.

The 1976 scholarship award was directed to an officer or staff member of a professional association for a graduate study program designed to enhance and improve aspects of professional association work.

Puffer was selected by the NEA Executive Committee for the annual $2,000 award for his study of the interpersonal power influence of school boards, district administrators, parent teacher associations, and educational associations as perceived by teachers. The study will examine information on how these power influence groups are similar, dissimilar, or comparable in the types of perceived power exerted upon teachers.

The award will be utilized to pay costs and publication of the study.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

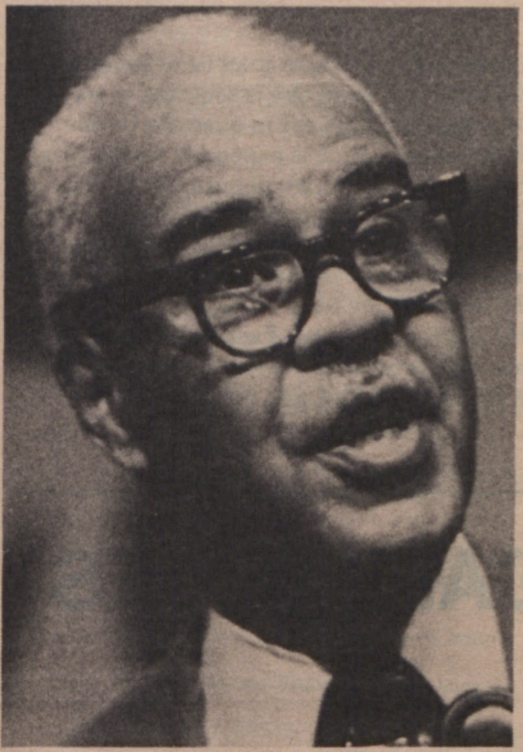
NEA Delegates Vote Support for Minority and Women's News, Back ERA Day

MIAMI BEACH, FLA.—Delegates to the NEA Annual Meeting this summer approved a new business item directing the Association to include "items which are of special concern to minorities and women" as a part of the NEA REPORTER. The item directs that this special coverage shall continue for two years and "shall be renewable if the need" continues.

The delegates also voted to direct that publicity be given in the REPORTER for the following new business item:

"The National Education Association supports the National Organization for Women's call for designating August 26th as Equal Rights Amendment Action Day, with pro-ERA activities taking place around the country.

"The NEA will encourage local associations to help plan and build such actions in their local areas. Further, the NEA supports NOW's call for a pro-ERA vigil at the White House from July 5-August 28, culminating in a march at the White House on August 28. NEA will encourage its members to participate in the vigil and march in Washington."



Roy Wilkins, executive director of the National Association for the Advancement of Colored People, received NEA's annual Friend of Education Award at the Miami Beach convention. In presenting the award, NEA President John Ryor called Wilkins "a courageous leader who has led his organization, often against overwhelming odds, through the streets, legislative halls, and courts—to insure a full measure of justice to all Americans." Former recipients of the Friend of Education Award, designated by the NEA Board of Directors, include the late Lyndon B. Johnson; U.S. Sen. Abraham Ribicoff (D-Conn.); Rep. Carl D. Perkins (D-Ky.), chairman of the House Education and Labor Committee; and former North Carolina Governor Terry Sanford.

Several NEA teacher delegates to the Democratic National Convention were guests at a Women's Forum luncheon held at the New York Times building on July 12. Rosalynn Carter, wife of Presidential Nominee Jimmy Carter, told the women she was "so impressed with you, both as a group and individually." Above, two teacher delegates, Alberta Grimes (left), counselor and education instructor, Greenville (S.C.) Technical College, and Mary Payne (center), school psychologist, Tulsa County, Oklahoma, chat with Mrs. Carter's press secretary, Mary Finch Hoyt. The three-year-old Women's Forum is a group of some 115 New York City professional women who meet to exchange ideas and influence issues.

Seven Persons, Two Associations Honored for Human Rights Work

MIAMI BEACH, FLA.—Seven individuals and two associations were honored at the 10th annual NEA Human Rights Awards Dinner during the NEA convention here.

Receiving an H. Councill Trenholm Memorial Award for increasing intergroup understanding within the education profession was Septima Poinsette Clark, a teacher fired from her job in Charleston, S.C., during the 1950's for refusing to give up her membership in the NAACP. Mrs. Clark, the daughter of a slave, told the 2,000 teachers attending the banquet that she is expecting to see her long-withheld pension soon—in the amount of $72,000.

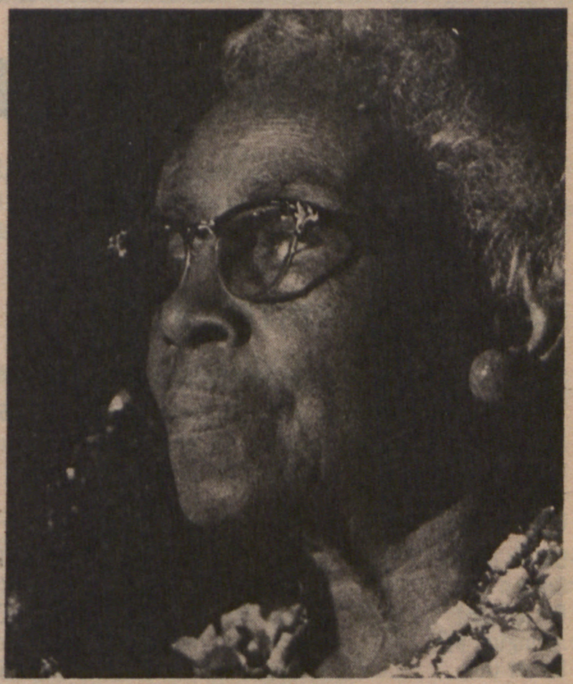
A second H. Councill Trenholm Award was presented posthumously to Charles Glatt, the late school desegregation expert and professor of educational development who was shot and killed in his office last September as he worked on Dayton's court-ordered school desegregation plan.

NEA's Leo Reano Memorial Award for creative leadership in solving social and cultural problems of Native Americans this year went to Edward Benton Banai, an Ojibway spiritual leader of the Lac Courte Oreilles Band in Wisconsin.

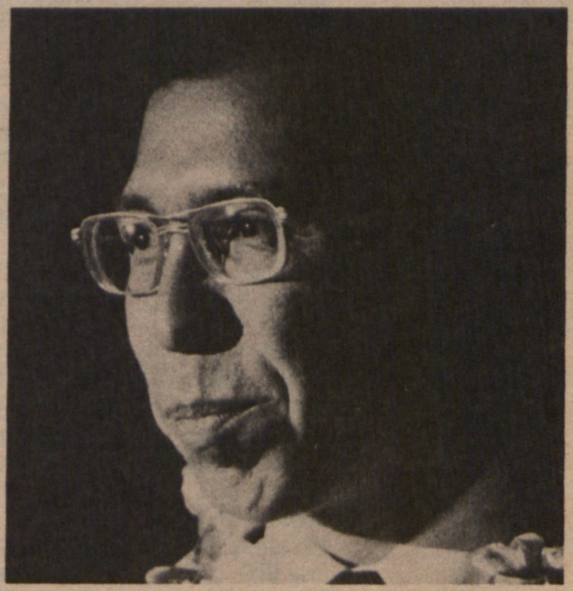
An award for leadership in Asian and Pacific Island Affairs was presented to Robert Hiro Suzuki, a University of Massachusetts professor whose family received death threats when he uncovered the misuse of federal funds at the school. Honored for creative leadership in women's rights was Pat Houseman, chair of the Michigan Education Association's Women's Caucus.

The George I. Sanchez Memorial Award for leadership in solving social and cultural problems went to Tony Vasquez for his work in developing bilingual/bicultural programs. Receiving the Carter G. Woodson Award for his outstanding materials on the history and culture of minorities was Carlton A. Funn Sr., a former Virginia teacher.

The Lorain Education Association and its parent Ohio Education Association received Rosena J. Willis Memorial Awards as the two NEA affiliates that made the greatest improvements in their human relations programs.



Septima Poinsette Clark, fired from her teaching job in South Carolina for refusing to give up her NAACP membership, is presented an H. Councill Trenholm Award for increasing intergroup understanding within the education profession.



Tony Vasquez, cited for his work in developing bilingual-bicultural programs, receives the George I. Sanchez Award for leadership in solving social and cultural problems.

NEA Sets Policy on Political Activity Rebate

WASHINGTON, D.C.— In response to "concerns which have been expressed regarding the constitutional rights of persons who are required by contract or statute to pay money to" NEA, the Association's Executive Committee in June adopted a Political Activity Rebate Procedure. This procedure applies to nonmembers of NEA who are required to pay an agency shop, fair share, or similar fee to an NEA affiliate.

Purpose of Rebate

A nonmember of the NEA who is required to pay an agency shop, fair share, or similar fee to an NEA affiliate is eligible to receive a rebate of that portion of the fee which otherwise would be used by the NEA for political activity. As used herein, the phrase "political activity" means (1) the administration of the NEA's independent political action committee (*i.e.*, NEA-PAC), (2) the determination and/or publicizing of the NEA's preference for a candidate for political office, or (3) efforts to enact, defeat, repeal, or amend legislation which is not related to the working conditions (legislation establishing collective bargaining, professional negotiation, or some other system of employer-employee relations shall be deemed related to working conditions), welfare, or working environment of employees represented by the NEA and/or its affiliates.

Request for Rebate

A nonmember may request a rebate by sending a written communication to:

Political Activity Rebate
Office of Affiliate Relations
National Education Association
1201 - 16th Street, N.W.
Washington, DC 20036

The communication must include a statement by the nonmember that he or she is not a member of the NEA, objects to the expenditure by the NEA of any portion of his or her fee for political activity, a request for a rebate, and the following information: (1) the name and address of the nonmember; (2) the position in which the nonmember is employed; (3) the name of the NEA affiliate which is the nonmember's collective bargaining representative; and (4) the amount of the fee which the nonmember is required to pay to the collective bargaining representative for the membership year in question. The communication must be postmarked not more than thirty (30) days after the nonmember paid any portion of the fee to the collective bargaining representative, or the posting of a Political Activity Rebate Notice by the collective bargaining representative, whichever is later.

Amount of Rebate

The amount of a nonmember's rebate shall be determined by multiplying the amount that he or she is required to pay to the NEA during the membership year in question by the percentage of the NEA budget which is expended for political activity during that year. A preliminary determination has been made that during the 1976-77 membership year 2.9 percent of the NEA budget will be expended for political activity. After the membership year has ended, a final determination will be made on the basis of the amount actually expended for political activity. Each nonmember who requests a rebate will be notified in writing of the amount to which he or she is entitled and the procedure for payment.

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA REPORTER. Two such votes, taken by the Board at its April 30-May 2, 1976, meeting, appear here.

BUDGET ADJUSTMENTS

Motion: McGARIGAL-WILLIAMS

To authorize budget adjustments in the 1975-76 Budget to cover budget increases in the amount of $1,724,000; such increases to be offset by unanticipated revenue. **CARRIED**

VOTING YES

Butler (AL)
Dotson (AL)
Potter (AK)
Arrington (AZ)
Elliott (AR)
Bert (CA)
Eddy (CA)
Foglia (CA)
King (CA)
Lamb (CA)
Slivkoff (CA)
Smith (CA)
Tinson (CA)
Boggs (CO)
Petrocco (CO)
Bell (CT)
Rossomando (CT)
Gates (DE)
Murphy (DC)
Martin (FL)
Cantey (GA)
Wright (GA)
Fujimori (HI)
Ducker (ID)
Estrop (IL)
Loyd (IL)
Mack (IL)
Rich (IL)
Denny (IN)
Hock (IN)
Mitchell (IA)
Shearer (IA)
Peterson (KS)
Swanson (KS)
Nall (KY)
Pessarelli (KY)
Pringle (LA)
Sanders (ME)
Eberly (MD)
Washington (MD)
Flanagan (MA)
Gaskins (MA)
Roberts (MA)
Schutt (MA)
Christian (MI)
Jackson (MI)
Kosa (MI)
Hill (MN)
Holman (MN)
Woodard (MN)
Keeling (MO)
Kallin (MT)
Kriha (NB)
Conrad (NV)
Sargent (NH)
Blackburn (NJ)
Davenport (NJ)
Gibson (NJ)
Neblett (NJ)
Stilwell (NJ)
Watkins (NM)
Buscemi (NY)
Cleveland (NY)
Hedstrom (NY)
Kressler (NY)
Massaro (NY)
McCaffrey (NY)
Pisa (NY)
Robisch (NY)
Washington (NY)
Johnson (NC)
Jones (NC)
Lewis (NC)
Kolsrud (ND)
Dickau (OH)
McDonald (OH)
Savage (OH)
Willcox (OH)
Dyer (OK)
Kidd (OK)
Smith (OR)
Harrison (OR)
Jewett (OV)
Benedetti (PA)
D'Andrea (PA)
Freitag (PA)
Hackett (PA)
MacRae (PA)
Mello (RI)
Watkins (SC)
Taylor (SC)
Hull (SD)
Benson (TN)
Lewis (TN)
Amend (TX)
Avila (TX)
Devers (TX)
Gore (TX)
Reininger (TX)
Stephenson (TX)
Williams (TX)
Wankier (UT)
Chaffee (VT)
Lawrence (VA)
Moody (VA)
South (VA)
McDaniels (WA)
Noell (WV)
Blank (WI)
Blakeslee (WY)
Tate (Member-at-large)
Bowser (EC)
Cummings (EC)
Dattola (EC)
Harrison (EC)
Marks (EC)
McGarigal (EC)
McGuire (EC)
Ryor (EC)

NOT VOTING (includes absentees and non-respondents)

Marshall (AR)
Harner (FL)
Husbands (GA)
Duckworth (MI)
Safronoff (MI)
Woods (MS)
Harte (NY)
Carter (NY)
Traxler (OH)
Beasley (TN)
Pike (TN)
Ambrust (WA)
duVair (WI)
Niemeier (WI)
Wynn (EC)

RESCISSION OF FEBRUARY MOTION RE UNISERV GRANTS

Motion: SOUTH—DYER

To rescind the action of the Board taken at its February 1976 meeting in regard to the UniServ policy guidelines, section on Funding, in order to make a new motion concerning UniServ funding. **FAILED**

VOTING NO

Butler (AL)
Dotson (AL)
Potter (AK)
Elliott (AR)
Marshall (AR)
Eddy (CA)
Lamb (CA)
Bell (CT)
Rossomando (CT)
Gates (DE)
Murphy (DC)
Martin (FL)
Cantey (GA)
Wright (GA)
Fujimori (HI)
Ducker (ID)
Estrop (IL)
Loyd (IL)
Mack (IL)
Rich (IL)
Denny (IN)
Hock (IN)
Peterson (KS)
Swanson (KS)
Pringle (LA)
Sanders (ME)
Eberly (MD)
Washington (MD)
Flanagan (MA)
Gaskins (MA)
Roberts (MA)
Christian (MI)
Jackson (MI)
Kosa (MI)
Keeling (MO)
Kallin (MT)
Sargent (NH)
Blackburn (NJ)
Davenport (NJ)
Gibson (NJ)
Neblett (NJ)
Stilwell (NJ)
Watkins (NM)
Cleveland (NY)
Hedstrom (NY)
Kressler (NY)
Massaro (NY)
McCaffrey (NY)
Pisa (NY)
Robisch (NY)
Washington (NY)
Johnson (NC)
Jones (NC)
Kolsrud (ND)
Dickau (OH)
McDonald (OH)
Savage (OH)
Willcox (OH)
Kidd (OK)
Benedetti (PA)
D'Andrea (PA)
Freitag (PA)
Hackett (PA)
MacRae (PA)
Mello (RI)
Watkins (SC)
Taylor (SC)
Hull (SD)
Benson (TN)
Lewis (TN)
Amend (TX)
Avila (TX)
Devers (TX)
Gore (TX)
Reininger (TX)
Stephenson (TX)
Williams (TX)
McDaniels (WA)
Noell (WV)
Blakeslee (WY)
Tate (Member-at-large)
Bowser (EC)
Cummings (EC)
Dattola (EC)
Harrison (EC)
Marks (EC)
McGarigal (EC)
McGuire (EC)
Ryor (EC)

VOTING YES

Arrington (AZ)
Bert (CA)
Foglia (CA)
King (CA)
Slivkoff (CA)
Smith (CA)
Tinson (CA)
Boggs (CO)
Petrocco (CO)
Mitchell (IA)
Shearer (IA)
Nall (KY)
Pessarelli (KY)
Schutt (MA)
Hill (MN)
Holman (MN)
Woodard (MN)
Kriha (NB)
Conrad (NV)
Lewis (NC)
Dyer (OK)
Smith (OR)
Harrison (OR)
Jewett (OV)
Wankier (UT)
Chaffee (VT)
Lawrence (VA)
Moody (VA)
South (VA)
Blank (WI)

ABSTENSION

Buscemi (NY)

NOT VOTING (includes absentees and non-respondents)

Harner (FL)
Husbands (GA)
Duckworth (MI)
Safronoff (MI)
Woods (MS)
Harte (NY)
Carter (NY)
Traxler (OH)
Beasley (TN)
Pike (TN)
Armbrust (WA)
duVair (WI)
Niemeier (WI)
Wynn (EC)

Exciting Christmas Vacations.

ANTIGUA • HONOLULU • JERUSALEM • MOSCOW

Choose Your Destination From These And Many Others.
Take An Association-Sponsored Educational Tour.

Please refer to the GENERAL INFORMATION section for rules and regulations applicable to tours/flights.

CHRISTMAS IN ANTIGUA-1976 (XAN)

8 Days, 7 Nights
XAN-1 Dec. 23-30, 1976
XAN-2 Dec. 24-31, 1976
$355 from Miami
$399 from Baltimore, Philadelphia, New York, Washington, D.C.
$427 from Boston, Pittsburgh
$482 from Detroit
$526 from Chicago
Plus $59 tax and service
Prices based on GIT airfare: ITANUIT5BW1ITC7
Single Supplement: $92 additional per person
Triple reduction: $40 per person
Child (2 thru 11) reduction: Available upon request. Varies according to departure city.

HIGHLIGHTS:
Special orientation and local tropical welcome drink; half-day sightseeing including Nelson's Dockyard, a historic British Naval Base; and Fig Tree Drive, a circular drive through lush tropical hills and picturesque fishing villages.

TOUR FEATURES:
- Round-trip transportation via British West Indies Boeing-707 jet and connecting carriers
- 7 nights at the first-class Halcyon Cove Hotel, based on sharing twin-bedded, fully air-conditioned room
- Gratuities for maids
- Price does not include current $3 U.S. Departure Tax and $2.50 Antigua Departure Tax

HAWAIIAN KALIKIMAKA-1976 (XHK) TWO ISLAND TOUR (Oahu and Maui)

Dec. 23-31, 1976
Note: West Coast passengers return home in p.m. on Dec. 30.
$586 from San Francisco, Los Angeles, Portland, Seattle
$619 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis
$672 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile
$695 from Atlanta, Buffalo, Charlotte, Jacksonville
$723 from Albany, Baltimore, Boston, Harrisburg, Hartford, New York, Philadelphia, Washington, D.C.
Based on GIT airfare: IT5-NW1-TA-2IDMOD
Open to NEA members, their families and friends
Single Supplement: $165 additional
Triple reduction: $12 per person
Child (2 thru 11) reduction: $100 per child

HIGHLIGHTS:
Flower lei greeting on arrival; Honolulu City/Mt. Tantalus tour on Oahu; Iao Valley/Lahaina tour on Maui; complimentary flight bag.

TOUR FEATURES:
- Round-trip transportation via Northwest Orient Airlines 747 or DC-10 jets, and connecting carriers where required; inter-island transportation by air
- 4 nights at the deluxe Hyatt Regency Hotel, on the island of Oahu (Waikiki Beach area); and 3 nights at the deluxe Maui Intercontinental on the island of Maui; both hotels based on shared deluxe twin-bedded rooms

HONOLULU MALIHINI-1976 (XHM) ONE ISLAND TOUR (Oahu)

Dec. 23-31, 1976
Note: West Coast passengers return home in p.m. on Dec. 30.
$539 from San Francisco, Los Angeles, Portland, Seattle
$572 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis
$625 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile
$648 from Atlanta, Buffalo, Charlotte, Jacksonville
$675 from Albany, Baltimore, Boston, Harrisburg, Hartford, New York, Philadelphia, Washington, D.C.
Based on GIT airfare: IT5-NW1-TA-1IDMOD
Open to NEA members, their families and friends
Single Supplement: $165 additional
Triple reduction: $12 per person
Child (2 thru 11) reduction: $100 per child

HIGHLIGHTS:
Flower lei greeting on arrival; Honolulu City/Mt. Tantalus Tour of Oahu; complimentary flight bag.

TOUR FEATURES:
- Round-trip transportation via Northwest Orient Airlines, 747 or DC-10 jets, and connecting carriers where necessary
- 7 nights at the deluxe Hyatt Regency Hotel (Waikiki Beach area), based on shared deluxe twin-bedded room

CHRISTMAS IN THE HOLY LAND (XLH)

Dec. 21-30, 1976
$785 from New York
Based on GIT airfare—IT6SR1SW08
Single Supplement: $70 if available

HIGHLIGHTS:
To be in Jerusalem at Christmas is a memorable experience for all travelers; every moment is a highlight. You'll tour Amman and the Greco-Roman ruins at Jerash. On December 24, cross the Allenby Bridge in time to attend the colorful and historic Christmas Eve procession. Then drive across the Shepherd's Fields to Bethlehem for Midnight Mass. Jerusalem sightseeing will include the Dome of the Rock, Al-Aqsa Mosque, Western Wall, Mt. Scopus, Mt. of Olives, Garden of Gethsemane, Mt. Zion, David's Tomb, Israeli Museum, Dead Sea Scrolls Exhibition, Ein Karem, the birthplace of St. John the Baptist and much more. Spend 2½ days exploring Nazareth, Galilee, Jaffa, Tel Aviv and Jericho. Write for a daily itinerary.

TOUR FEATURES:
- Round-trip jet transportation via Alitalia and Royal Jordanian Airlines
- First-class accommodations with private bath, based on twin occupancy
- Continental breakfast and dinner daily
- Sightseeing with English speaking guide

Additional tours described on following page.

UNIFIED SPECIAL SERVICES

NEA ...We're listening.

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.
PRICES INCLUDE: Services of a group leader, all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bed room at hotels; airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movements; certain taxes; and tickets to events described as included in the tour.
PRICES DO NOT INCLUDE: Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges; certain taxes.
HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.
BAGGAGE: Porterage of one medium-sized suitcase (two for Hawaii tours) per tour member is included in the price. Baggage allowance is 44 pounds on international tourist and economy-class service.

ELIGIBILITY: *Affinity Charter Airfares:* Tour Code XLL is based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA except as described above are ineligible.

ELIGIBILITY: *Affinity Group Airfares:* Tours/flights described as "based on affinity group airfare" are based on group rate airfares available to 40 or more persons who travel together on all flights and who have been members of the NEA for more than six months prior to departure date. Members of the immediate family (spouse, dependent children and parents who reside at the member's home address) may be included at the lower group rate. Exception: Friends and relatives who are not members of the "immediate family" described above and who do not qualify for the lower NEA affinity group airfare may participate by paying an additional airfare.
ELIGIBILITY—*GIT Fare Tours:* Tours with prices described as "Based on GIT airfare" are based on use of the group inclusive tour basing airfare which is available to 10 or more persons traveling together throughout. GIT fare tours are open to NEA members, their relatives and friends.
CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel, regardless of reason. In addition to the nonrefundable $25 cancellation fee, certain penalties may apply due to nonrefundable advance payments of commitments made to airlines, hotels, tour operators, etc., as follows: On affinity charter tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $25 fee, only if an eligible replacement is provided by the cancelling party; on GIT tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations; on group affinity tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline. On all Hawaii tours a $100 penalty per person will be assessed for cancellations received 35-16 days before departure unless a replacement is found; for cancellations received 15 days or less before departure a $100 penalty per person will be assessed, with or without a substitute.

AFFINITY CHARTER AIRFARES: Air/Land Cost Data

CODE	AIRLINE	TYPE	CAPACITY	AIRFARE	LAND COST	TOTAL COST
XLL	BR. CAL.	B707	188	$203.50	$185.50	$389.00

The airfare portion of affinity charters is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity. There is no administrative fee in the airfare portion on the part of the charterer.

The following Christmas Travel programs are also available:

Christmas in Nassau — Christmas in Peru — Vienna at Yuletide

For information on these or any other Educational Travel program, write to: Educational Travel, Room 402E, 1201 16th Street N. W., Washington, D. C. 20036.

APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL

Send application and deposit to: **Educational Travel — Room 402E**
1201 16th Street, N.W.
Washington, D.C. 20036

Deposit of $100 per person is required for all tours/flights.
Make check payable to NEA Educational Travel.
There is a $25 per person cancellation fee on all reservations cancelled.

Please reserve ________ spaces on ____________________ *(tour/flight code)*

departing on ____________________ *(date)* from ____________ *(city)*

Deposit of $__________ is enclosed. Seating preference ☐ Smoking ☐ Non-smoking

NAME ______________________________
(Give names and addresses of additional persons on a separate sheet)

ADDRESS ______________________________

CITY ____________ STATE ________ ZIP ________

HOME TELEPHONE ____________ BUSINESS TELEPHONE ____________ AGE ______

R9-76

PARIS • VIENNA • NAIROBI • ZURICH • LIMA • CAIRO

MOROCCAN HOLIDAY (XHM-7)

Dec. 23, 1976-Jan. 1, 1977
$685 from New York, based on group affinity airfare
Single Supplement: $60 if available

HIGHLIGHTS:
An unusual, stimulating holiday awaits you in the mystic and imperial cities of Morocco. Morocco is a land of great natural beauty, rich in architecture and the decorative arts. It is an excursion into history which began with the Berbers, then the Phoenicians, the Romans, the Arabs, then the Europeans who settled in North Africa in the 1800's. You'll be enchanted with the souks, the snake-charmers, water-sellers, medinas and minareted mosques, and the veiled women. Included in your tour will be scheduled sightseeing in Marrakech; full day sightseeing in Fes; full day from Meknes to Fes, stopping in Volubilis and Moulay Idriss en route. Optional trips will be available in Marrakech.

TOUR FEATURES:
- Round-trip transportation on Royal Air Maroc jet to Casablanca
- First-class to deluxe hotels with private bath, based on twin occupancy
- Continental breakfast and dinner daily

CHRISTMAS EAST AFRICAN SAFARI (XAES)

Dec. 18, 1976-Jan. 1, 1977
$1598 from New York
Based on GIT airfare—IT6KL1373ZZ
Single Supplement: $130 (cannot be guaranteed on safari portion)

HIGHLIGHTS:
A two week photographic safari at the most glorious time of the year in Kenya and Tanzania. The National Parks and game reserves are a fragment of the world before modern man; no description quite prepares the visitor for the impact. It combines the greatest profusion of animal, bird and plant life to be seen anywhere. The NEA safari roams across the countryside seeking elephant, lion, rhino, Cape buffalo and leopard (the big five of East Africa); wildebeeste, zebra, giraffe, topi, hippo, baboons, monkeys, jackal, hyena and cheetah are also abundant. En route from the Serengeti to Ngorongoro, visit Olduvai Gorge, site of the Leakeys' prehistoric finds. Visit also Mayer's Ranch and a Masai village outside Nairobi.

TOUR FEATURES:
- Round-trip jet transportation via Sabena Belgian Airlines to Nairobi; transportation on safari portion by mini-bus with photographic hatch
- First-class hotels or lodges with private bath, twin basis
- 3 meals per day on safari; full American breakfast only in Nairobi; lunch at the Mount Kenya Safari Club (owned by William Holden)
- All service charges, tips and porterage included, except Nairobi Departure Tax (approx. $3) and your personal tip to your driver/guide

EGYPT—THE LAND OF THE PHARAOHS (XPT)

Dec. 23, 1976-Jan. 1, 1977
$998 from New York
Based on GIT airfare—IT6AZ1NA8
Single Supplement: $145 if available

HIGHLIGHTS:
From the beginning of time Egypt has held people spellbound by her mysterious, eternal wonders—the romance of the desert nights, the fascination of Cairo's exotic streets, mosques and bazaars. You will be delighted as you visit the Sphinx, the three great Pyramids, and the world-famous Egyptian Museum. On to Luxor to tour the vast complex of temples on the East and West Banks of the Nile. In Aswan you will see one of the greatest engineering feats in the world, the New High Dam. Visit the magnificent temples at Abu Simbel, saved from destruction by the Dam. Join NEA on this unforgettable journey to the Land of the Pharaohs.

TOUR FEATURES:
- Transatlantic transportation via Alitalia 747 jet
- Accommodations at first-class to deluxe hotels with private bath, based on twin occupancy
- Continental breakfast and dinner daily
- All sightseeing with English speaking guide, including admission fees
- Price does not include $3.60 government tax at Abu Simbel

RUSSIAN WINTER FESTIVAL (XRF-7)

Dec. 22-31, 1976
$880 from New York, based on group affinity airfare
Single Supplement: $50 if available

HIGHLIGHTS:
A trip to Russia during the winter is a fascinating and unique adventure—an experience you'll cherish for a lifetime. A warm coat, fur-lined boots, gloves and hat are all you need to brave the snowy Russian winter, and the warmheartedness of the Russians will delight you. Among the many things on which Russia prides herself, the theatre stands out as one of the greatest, and you will attend three performances. Russia is also rich in culture, arts, music—all pleasantly interwoven to make your holiday memorable.

TOUR FEATURES:
- Round-trip transportation via Finnair; "Red Arrow" night train between Leningrad and Moscow
- First-class accommodations with private bath, based on twin occupancy
- 3 meals per day while in the Soviet Union; a gala dinner at the famous Arbat Restaurant; dinner and breakfast in Helsinki
- Regular scheduled sightseeing provided by Intourist in Leningrad and Moscow; a troika ride

SKI SWITZERLAND (XSS)

Dec. 23-30, 1976
$589 from New York, based on group affinity airfare
Single Supplement: $30

HIGHLIGHTS:
Destination INTERLAKEN, one of the most outstanding holiday resorts in Europe, which boasts some fifty cableways and ski lifts, covering nearly 120 miles of downhill runs. Interlaken is 1868 feet above sea level, at the foot of the snowclad Jungfrau, and lies in the immediate vicinity of the 10,000 ft. and 12,000 ft. peaks of the Bernes Alps. Beginners gain confidence under ideal conditions; advanced skiers have the finest peaks in the Alps at their disposal.

TOUR FEATURES:
- Transatlantic transportation via Swissair 747 jet; round-trip transportation from Zurich to Interlaken
- Accommodations at 2-star (standard) hotel, based on twin occupancy, with bath or shower
- Continental breakfast and dinner daily
- Four round-trip second class rail tickets from Interlaken to Lauterbrunnen, where various modes of transportation are available to the ski areas of Wenger, Murren, Kleine Scheidegg and Grindelwald

WINTER WONDERLAND (XWW)

Dec. 23-30, 1976
$454 plus 10% tax and service from New York, based on group affinity airfare
Single Supplement: $48

HIGHLIGHTS:
Zurich, Switzerland offers you many attractions, including the pleasure of strolling along one of Europe's favorite, most fashionable, and best known shopping streets—the Bahnhofstrasse. Zurich's central location makes possible day visits to Bern, Lucerne, Geneva, Grindelwald, Interlaken and St. Moritz.

TOUR FEATURES:
- Round-trip jet transportation via Swissair 747
- First-class accommodations at the Nova Park Hotel in Zurich
- Continental breakfast daily; special Christmas dinner
- Welcome wine get-together

LEGENDARY LONDON (XLL)

Dec. 26, 1976-Jan. 2, 1977
$389 from New York, based on affinity charter airfare
Single Supplement: $60

HIGHLIGHTS:
Relive the Dickens era. Behold the fascination of Piccadilly Circus, Trafalgar Square, the Mall, and Old Bailey. Experience the charms of Hampton Court, Kew Gardens, Windsor, and many other places that suit your fancy. Within London see the changing of the guard, Buckingham Palace, St. James, Westminster Abbey, Parliament, the Admiralty, and Downing Street. Also enjoy the availability of many fine museums, art galleries, and restaurants.

TOUR FEATURES:
- Round-trip transportation via British Caledonia jet
- First-class hotel, based on twin occupancy
- Continental breakfast daily
- Two London shows
- Half-day city sightseeing tour

TRANSPORTATION ONLY—CHRISTMAS 1976

XTOP Dec. 21, 1976-Jan. 1, 1977 New York-Paris-New York $359* via Pakistan Airlines B-747 jet

XTOZ Dec. 23-Dec. 30, 1976 New York-Zurich-New York $375 via Swissair B-747 jet

Prices based on group affinity airfares; see General Information.

Fares include $3 U.S. Departure Tax

*Includes $15 weekend surcharge westbound.

To sign up for tours on this page, use coupon on preceding page.

Make Your Sabbatical an International Travel and Study Experience.

The NEA International Institute offers teachers the opportunity to spend their sabbatical leave on a travel/study program in a fascinating foreign culture. The schedule of sabbatical travel/study programs is as follows:

Fall 1977 England/Western Europe
Fall 1978 Mexico/Central America
Fall 1979 Russia/Scandinavia

1977 Summer Study Sessions
Summer sessions of the International Institute are being planned now to begin in 1977. Locations of these exciting programs include England, Greece, U.S.S.R., Denmark, Mexico and Japan/East Asia.

For more information on these unforgettable opportunities, write to:

NEA International Institute
Room 404E
1201 16th Street, N.W.
Washington, D.C. 20036
Attention: Mrs. Natalie Gladstone

NEA INTERNATIONAL INSTITUTE

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nea reporter

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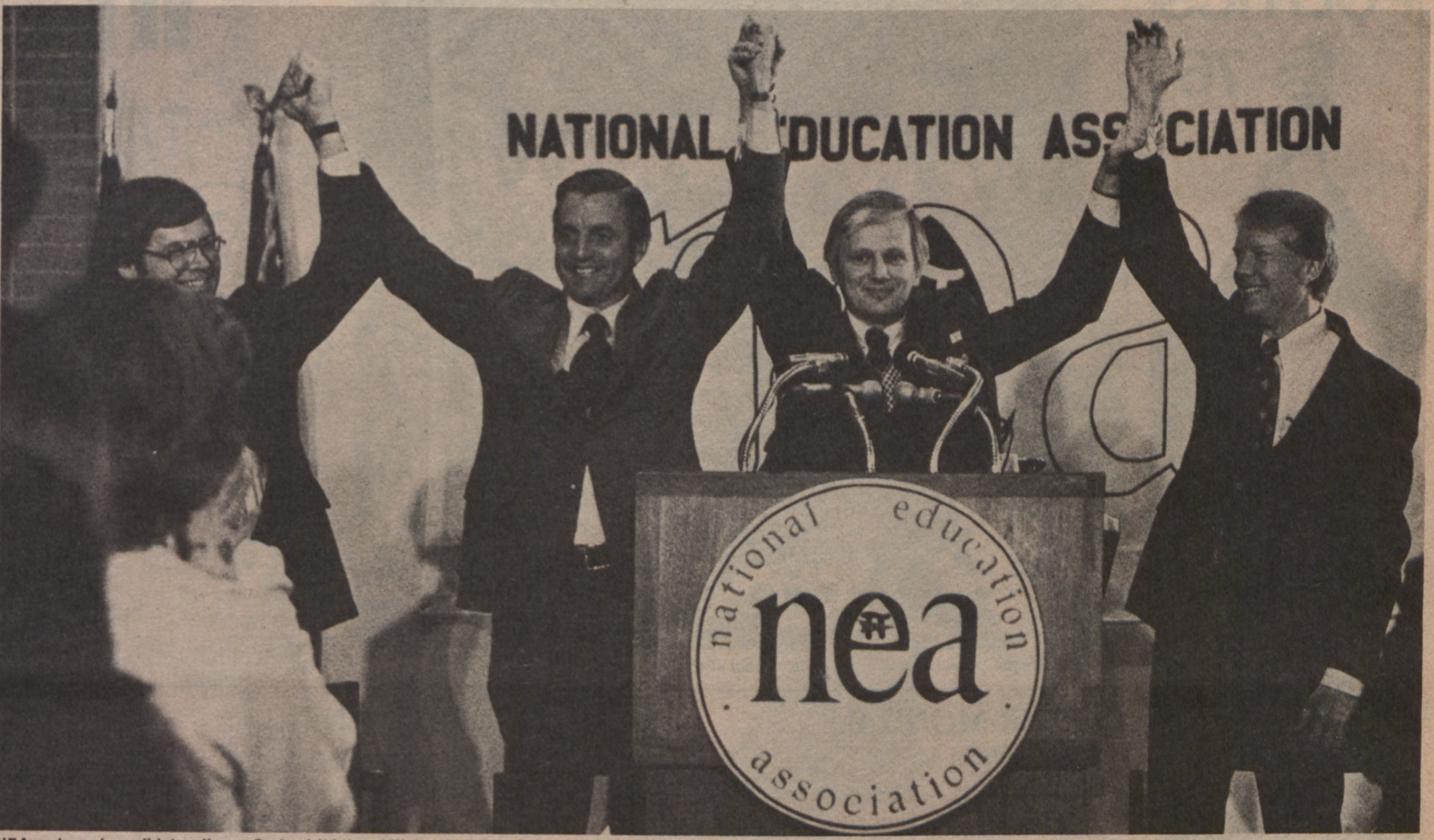

NEA-endorsed candidates Jimmy Carter (right) and Walter Mondale (second from left) join in a hands-raised victory salute with NEA Executive Director Terry Herndon (left) and NEA President John Ryor.

NEA Endorses Carter-Mondale

Jimmy Carter responded to NEA's endorsement by giving his commitment that his administration will meet the needs and allocate the funds to "make our nation's education system what it should be."

"I thank you for your endorsement and you have my commitment on it," the former Georgia governor told an overflow NEA Center audience of reporters, TV people, NEA leaders, and NEA staff. "The educational system has been neglected too long," the Democratic standard-bearer said. "Beginning next January the 20th, with your help, it will not be neglected any more."

"The best investment our country can make is in the minds of our people," Carter said. "I want to have the kind of administration next year that can revitalize our country, that can restore our faith, that can reassert our obligations to you and our trust in the education of our children and our adults who have suffered so long in the absence of

(See CARTER-MONDALE, page 2)

NEA has endorsed Governor Jimmy Carter and Senator Walter Mondale for President and Vice-President of the United States, the Association's first such endorsement in its 119-year history.

Carter and Mondale were present at NEA Center as NEA President John Ryor made the announcement at a news conference.

Ryor reported that the Democratic ticket was chosen by more than four to one over the Republican alternative. Of some 7,000 ballots from the NEA representatives certified to make the selection, 81 percent were for Carter and Mondale and 19 percent for President Gerald Ford and Senator Robert Dole. Earlier, the NEA Political Action Committee, the Association's political action arm, unanimously recommended Carter and Mondale for endorsement.

"American public education is in desperate need of competent and compassionate federal leader-

(See ENDORSEMENT, pag 3

Also in This Issue

How Did Your Congressmen Vote on Education Issues? 7
Expanded Legal Services for You 10
Tight Bargaining Year for Teachers 11
Why America Needs National Health Insurance 14

NEA Endorsement Process Began in

JUNE 1973

Portland, Oregon, assembly began the endorsement effort.

The 9,146 delegates to the NEA Representative Assembly, meeting in Portland, Oregon, authorize formation of a special ad hoc committee to develop a Presidential endorsement procedure.

CARTER-MONDALE...

(Continued from page 1)

proper attention."

Carter's running mate, Sen. Walter F. Mondale of Minnesota, spoke ahead of Carter at the news conference. He said that "we are proud of your endorsement. We are heartened by the overwhelming nature of that endorsement. And," he went on, "it is a matter of special pride to us that this is the first time in the over-100-year history of this organization that teaches more school children than any other to endorse a candidate for President and Vice-President of the United States."

Mondale told the NEA audience that he thinks he knows why NEA endorsed the Democratic ticket. "It is the same reason I'm glad to be on this ticket," he said, "and I'm working so hard for its election. In the 12 years that I have been in the Senate, I have worked with this organization practically every day, fighting for good education. And I'm getting sick and tired of having efforts of decent Americans, who are trying to teach their children, being put down and undermined. I am getting tired of Presidential leadership that does not support the substance and the programs that Americans need."

ENDORSEMENT...

(Continued from page 1)

ship," Ryor declared. He pointed out that the position of Carter and the Democratic platform on educational issues is largely harmonious with such NEA legislative goals as increased federal aid to education, a federal collective bargaining law for teachers and other public employees, a separate U.S. education department with a cabinet-level Secretary of Education, and mobile teacher retirement legislation to protect retirement benefits when teachers move to positions in other states.

Senator Mondale's voting record on educational issues has been "one of the very best," Ryor said.

Concerning the Republican record, Ryor added: "For the past seven and one-half years, the men in the White House have told America's students and teachers, 'You are inflationary. You'll have to wait.' " The Republicans do not promise anything better for the future, he asserted.

NEA's track record in national politics has been noteworthy. The Association supported 141 House and Senate candidates in 1972 and 310 in 1974. In both cases, four out of five teacher-backed contestants were successful. NEA is backing about 330 senators and representatives this year.

nea reporter

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Readers' letters are encouraged; please address them to the editor.

John Ryor
President

Terry E. Herndon
Executive Director

Susan Lowell
Publisher

Marshall O. Donley, Jr.
Editor

Sal Streett
Assistant Editor

Dorothy K. Pierce
Assistant to the Editor

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JULY '74

NEA's Presidential endorsement process is officially launched as teachers at the NEA Annual Meeting in Chicago approve the report of the special committee, including a timetable for endorsement activities. NEA President Helen Wise promises that "NEA will not sit out the next national election."

1973-74 NEA President Helen Wise

Early Presidential candidate Jimmy Carter (left) chats with John Ryor at a 1974 NCSEA meeting.

DECEMBER '74

Two early Presidential candidates, Jimmy Carter and Terry Sanford, address the annual meeting of the National Council of State Education Associations. President of NCSEA that year is Michigan Education Association President John Ryor, now NEA president.

NEA Executive Director Terry Herndon (in plaid jacket) leads victorious teacher-lobbyists from the Capitol.

OCTOBER '75

NEA and state association lobbyists successfully lead a drive to override President Ford's veto of school funding. The override fight prompts NEA President Ryor to point out that "our concern about who sits in the White House is greater now than ever before. We are determined to use our hard-earned political influence to help elect a President who shares our views."

Why We Support Carter-Mondale

A statement by NEA President John Ryor

The votes are in. The NEA Representative Assembly has issued a mandate. Its verdict: vigorous support for Jimmy Carter and Walter Mondale for President and Vice-President.

Now NEA asks you and members of your family to do likewise. The Carter-Mondale ticket offers the best hope for a new day for teachers, children, and public education.

Why do we support Carter-Mondale?

- We find that Governor Carter and Senator Mondale support NEA's key positions on education and public employee rights, while President Ford and Senator Dole do not.
- We find that this year's Democratic party platform concurs with NEA's positions, while this year's Republican party platform does not. The Republican platform ignores the federal government's responsibility to provide for education of the nation's citizens. The platform makes no reference to equal educational opportunity for all Americans. The GOP platform opposes the right of the federal government to enact a federal collective bargaining bill for public employees or to set a minimum wage and working conditions for teachers and public employees.
- We are convinced that the election of Congressional candidates is as important as the election of a pro-education President. We hope that, with the polls indicating Carter-Mondale in the lead, the Democratic ticket will help carry to victory a majority of Congressional candidates that NEA members have endorsed through their state political action arms.
- We believe, based on bipartisan examination of the party platforms and of the candidates' records and positions, that election of Carter-Mondale will maximize NEA's gains at the 1976 national political conventions—at which NEA members participated in record numbers.
- We believe that your support of the Carter-Mondale candidacy will constitute the best kind of positive reinforcement of the fact that political leaders must listen to and support the positions of the 1.8 million members of NEA.

As you know, this year marks the first time that NEA members have acted to endorse a Presidential ticket. This plunge has not been taken lightly. We teachers have reached this decision after completing the most comprehensive procedure any organization has ever undertaken for such an endorsement.

NEA's Presidential endorsement procedure has moved deliberately and effectively. It involved, through the democratic process, all NEA's 1.8 million members—members who reflect the full gamut of the political spectrum—Democrats, Republicans, and Independents.

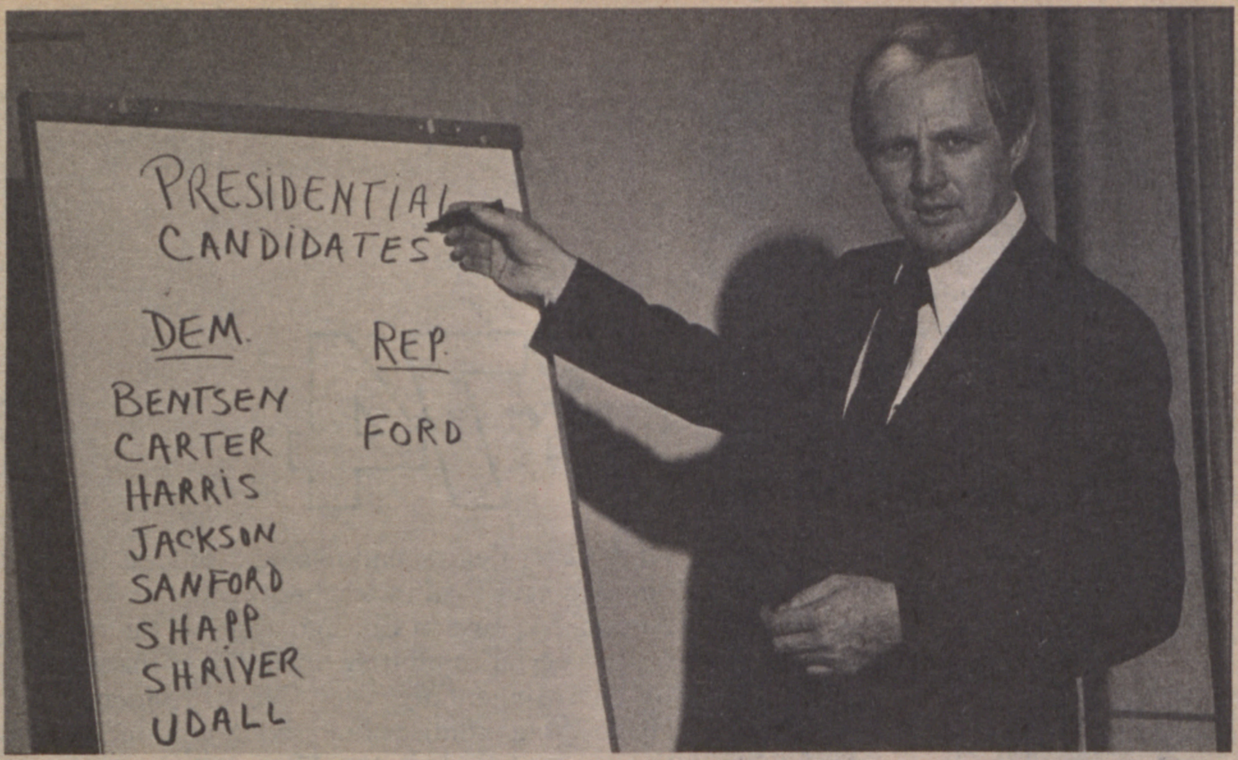
Now the facts are in. It's time to roll up our sleeves and go to work. The Presidential and Congressional campaigns are heating up with intense concern as we head down the homestretch to Election Day, Tuesday, November 2.

Remember that our destiny is controlled at the polls. Our welfare, our wages, what, where, and when we teach are all political decisions. The day when teachers have no part in political decision making is over. We are no longer willing to accept candidates chosen by someone else—to sit at home during campaigns and then complain about the results.

I ask not only your support of Carter-Mondale and those Congressional candidates who back NEA legislative goals, but your help in getting those candidates elected. Review the education votes of the present Congressmen and Senators, listed on pages 7, 8, and 9 of this issue of the REPORTER. Check with your local education association leaders to see how you can help in the campaign. Let's make the 1976 national election the finest hour ever for teachers.

NOVEMBER '75

The steering committee of NEA-PAC (National Education Association-Political Action Committee) meets in Washington, D.C., to work out a procedure for screening Presidential candidates.



NEA President John Ryor chairs NEA-PAC session.

DECEMBER '75

NEA leaders confer with Presidential aspirant Birch Bayh. NEA Government Relations sends materials about the endorsement process to every local and state affiliate.

Presidential candidate Birch Bayh (left) confers with NEA President Ryor (center) and Ronald Jensen, executive director of the Indiana State Teachers Association.

FEBRUARY '76

As NEA's grassroots information program about the endorsement continues, teachers around the nation are inviting Presidential candidates to speak to them.

Senator Mondale speaks to South Carolina teachers.

People in the News

Chair of her association's Education Political Action Committee, Rozanne Turner works actively for candidates endorsed by teachers.

NEA REPORTER INTERVIEWS

A Teacher

HOLDENVILLE, OKLA.—Rozanne Turner, 60-year-old high school English teacher, boys' golf team coach, antique dabbler, and part-time peanut farmer, appropriately enough was a Jimmy Carter delegate to the Democratic National Convention in July. An active member of her local association, of the Oklahoma Education Association, and a life member of NEA, she was interviewed at her home here recently.

REPORTER: **Mrs. Turner, did your political experience begin with the recent Presidential primaries and your interest in Jimmy Carter?**

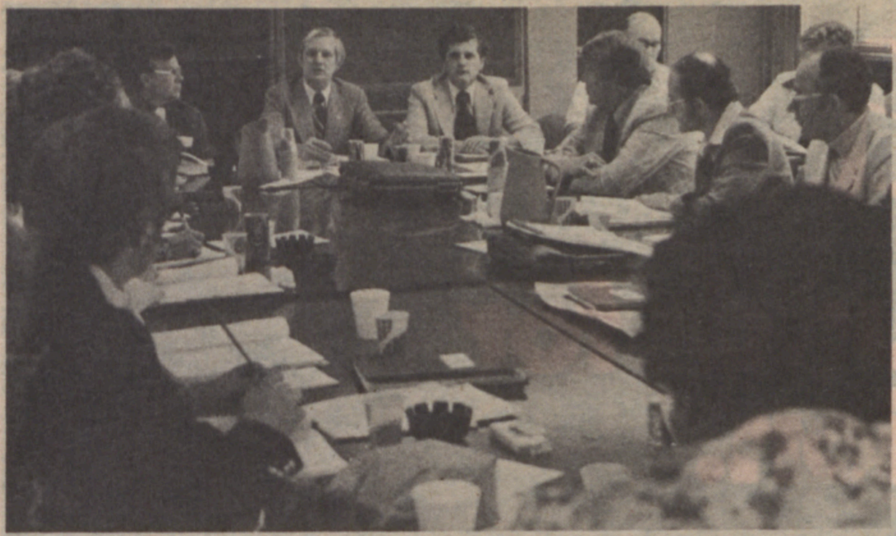
Turner: No, I've always gone to precinct meetings. I was former Gov. David Hall's county coordinator and I was also city coordinator for former Congressman Ed Edmondson when he ran for the U.S. Senate.

REPORTER: **When and for what reasons did you become interested in supporting Jimmy Carter?**

Turner: Well, there was a time when Carter was being interviewed on television by William F. Buckley while Carter was still governor of Georgia. I guess I was just too lazy to reach up and turn the TV off after watching Masterpiece Theater. Anyway, this guy Carter had been just a name to me. But, as he spoke, I was so impressed that I called in the other room to my children—come listen to this guy. This man could be the first Southerner who is ever elected President.

REPORTER: **Were you convinced that soon that Carter would win the Presidency?**

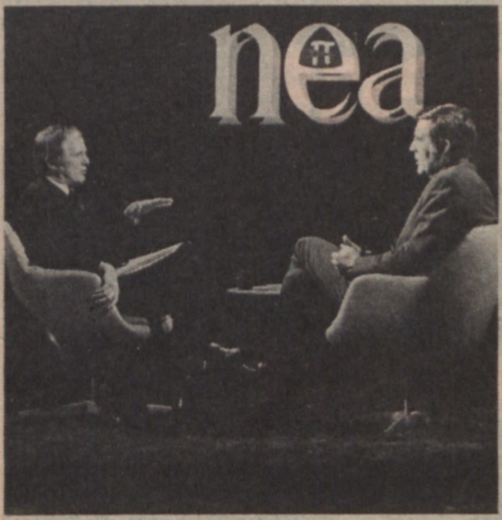
Turner: No. I didn't think that he had a chance to win the



The NEA-PAC steering committee in session at NEA Center.

APRIL '76

NEA-PAC steering committee reviews a questionnaire that will be sent to every Presidential candidate. Developed with input from local, state, and national association leaders, the questions deal with major education issues. The committee also videotapes the first NEA interview with a candidate—Morris Udall.



NEA President Ryor puts questions to Rep. Morris Udall.

JUNE '76

NEA-PAC videotapes interviews with Frank Church, President Ford, and Jimmy Carter. The videotapes are shown at the NEA Annual Meeting in Miami Beach. Delegates to that meeting vote to rescind the "no endorsement" option on the NEA ballot.

At the White House videotaping, NEA officers meet President Gerald Ford (right). From left NEA Vice-President Willard McGuire, NEA Secretary-Treasurer John McGarigal, and NEA President John Ryor.

AUGUST-SEPTEMBER '76

NEA-PAC Council designs and mails a ballot to all delegates certified for the 1976 NEA Representative Assembly. The ballot has two options: Carter-Mondale and Ford-Dole; the Council unanimously recommends the Carter-Mondale ticket.

OFFICIAL NEA PRESIDENTIAL ENDORSEMENT BALLOT

Vote For One

81%

Carter-Mondale .... ✔

Ford-Dole .... ☐

The NEA ballots are tabulated and NEA President Ryor announces endorsement of the Carter-Mondale ticket.

for Jimmy Carter

Presidency, really, but, he was so articulate, so calm and cool. Buckley threw him these little devious, difficult, Buckley-type questions and Carter remained cool; very calm and confident. He had a way of answering that didn't get any stronger each time Buckley reemphasized or rephrased the same questions. I mean it was just calm, quiet reiteration. He has this peculiar quality that we're finding hard to pin down in anyone else these days. I think he's imperturable . . . unflappable.

Reporter: **And you decided from that television program that Carter was the man for you?**

Turner: No, not exactly. I don't believe he even mentioned religion at the time, but I read somewhere later that he had taught Sunday school for 20 years and I don't think he did this so some day he could run for President. I just think he has strength, conviction, and good sense. And we need these qualities in a President.

Reporter: **What, besides these qualities, makes him a good candidate for the Presidency in your opinion?**

Turner: Well, it depends on how well he tailors government spending and how successful he is with his "zero budget" concept and tax reform measures. But remember the last statement he made in his acceptance speech—"You can count on it; it will be done."

Reporter: **When Jimmy Carter announced his candidacy, what did you do?**

Turner: When I heard he was running, I began talking to my fellow teachers about him. I told them I thought he was something special and that he was saying things I thought a candidate should say for a long time. I also marched my students down to city hall to get them registered. I'm sure I impose my biases on them, but I believe very strongly in their right to make a choice. I make a conscious effort to teach them to look carefully at all sides of an issue and then make their own decisions.

Reporter: **When did you start working in Carter's campaign?**

Turner: Oh, I suppose back in the spring. But there was no real organization here. I was not in the original Carter movement, per se. And teachers here were not organized politically, until very recently. We're just now getting around to E-PAC (Education Political Action Committee) here.

Reporter: **How did you get elected as a delegate?**

Turner: Well, I was elected to chair the E-PAC committee. But this really came together at the state level, when Les Watkins, who is running for Congress from the third district, and his wife got together with a little teacher coalition. We went to Oklahoma City for a third district meeting, and at a caucus, they asked me if I was interested in going to the Democratic National Convention as an at-large delegate. Several others were asked also. But I was nominated and elected. It turned out to be quite a thrill for me.

nea

More Federal Funds for Public Education.

Public Employee Collective Bargaining Rights.

Cabinet Level Department of Education.

Mobile Teacher Retirement System.

National Health Insurance.

Teachers for Carter Mondale

...because education must be a top priority.

94th Congress 1975-76

In 1976, as never before, teachers will have the opportunity to help determine the calibre of national leadership—through organized local, state, and national political activity that will affect the outcome of the Presidential election and the races for all 435 seats in the United States House of Representatives and a third of the seats in the Senate.

To help you judge whether your Representatives and Senators have supported education during the 94th Congress (1975-76), NEA Government Relations has compiled the following information on selected roll call votes.

The issues selected relate directly to NEA policy as reflected in the resolutions of the Representative Assembly and are intended to present a general profile on each Member of Congress. At press time, key votes were scheduled on several major issues, including education appropriations, copyright revision, and extension of vocational and higher education laws. Government Relations will notify NEA state affiliates of the outcome of these votes.

Bear in mind that voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and by the political action committees of state and local associations as they decide whom to endorse. The judgment as to an individual's stance on education is based on a careful review of all available information, including public statements and direct questioning through personal interviews, correspondence, and lobbying activity. Teacher political action committees conduct such assessments, and you should become familiar with these activities.

SENATE
R = Right according to NEA position
W = Wrong according to NEA position
NV = Not voting
— = Not in office at time of vote

1. *Supplemental Appropriations*, FY 1975 (HR 5899). Motion to pass bill providing $5 billion for emergency unemployment programs and supplemental funds for education. Roll Call No. 192, May 20, 1975. Passed, 76-14. NEA supported.
2. *Education of the Handicapped* (S 6). Motion to pass bill providing a free, appropriate, public education for all handicapped children. Roll Call No. 227, June 18, 1975. Passed, 63-10. NEA supported.
3. *Education Appropriations*, FY 1976 (HR 5901). Motion to override President's veto of bill. Roll Call No. 389, September 10, 1975. Passed, 88-12. NEA supported.
4. *School Lunch Amendments* (HR 4222). Motion to override President's veto of bill. Roll Call No. 429, October 7, 1975. Passed, 79-13. NEA supported.
5. *Second Concurrent Resolution on the Budget*, FY 1976 (H Con Res 466). Motion to adopt conference report. Roll Call No. 579, December 11, 1975. Passed, 74-19. NEA supported.
6. *Labor-HEW Appropriations*, FY 1976 (HR 8069). Motion to override President's veto of bill. Roll Call No. 15, January 28, 1976. Passed, 70-24. NEA supported.
7. *Child Day Care Standards* (Amendments to Title XX of Social Security Act) (HR 9803). Motion to override President's veto of bill. Roll Call No. 165, May 5, 1976. Failed, 60-34. NEA supported.
8. *Public Works Employment* (S 3201). Motion to override President's veto of bill. Roll Call No. 399, July 21, 1976. Passed, 73-24. NEA supported.

Did Your Congressman Support Education?

Legislative Report Card

Senate

	1	2	3	4	5	6	7	8
ALABAMA								
Allen (D)	W	R	R	R	NV	W	W	R
Sparkman (D)	R	R	R	R	R	R	NV	R
ALASKA								
Gravel (D)	R	R	R	R	R	R	R	R
Stevens (R)	R	R	R	R	R	R	W	W
ARIZONA								
Fannin (R)	W	W	W	W	W	W	W	W
Goldwater (R)	W	R	W	W	NV	W	W	NV
ARKANSAS								
Bumpers (D)	R	R	R	R	R	R	R	R
McClellan (D)	R	R	R	R	R	W	W	W
CALIFORNIA								
Cranston (D)	R	R	R	R	R	R	R	R
Tunney (D)	R	R	R	R	R	R	R	R
COLORADO								
Haskell (D)	R	R	R	NV	R	R	R	R
Hart (R)	R	R	R	R	R	R	R	R
CONNECTICUT								
Ribicoff (D)	R	R	R	R	R	R	NV	R
Weicker (R)	R	R	R	R	R	R	R	R
DELAWARE								
Biden (D)	R	R	R	R	R	R	R	R
Roth (R)	W	R	R	R	W	W	W	W
FLORIDA								
Chiles (D)	R	R	R	R	R	R	NV	R
Stone (R)	R	R	R	R	R	R	R	R
GEORGIA								
Talmadge (D)	R	R	R	R	W	NV	W	R
Nunn (D)	W	R	R	R	W	W	W	R
HAWAII								
Fong (R)	R	R	R	R	R	R	W	R
Inouye (D)	NV	R	R	R	R	R	R	R
IDAHO								
Church (D)	NV	R	R	R	R	R	R	R
McClure (R)	W	W	W	W	W	W	W	W
ILLINOIS								
Percy (R)	R	R	R	R	R	R	R	R
Stevenson (D)	R	R	R	R	R	R	R	R
INDIANA								
Hartke (D)	R	R	R	R	R	R	NV	R
Bayh (D)	R	R	R	R	NV	R	R	R
IOWA								
Culver (D)	R	R	R	R	NV	R	R	R
Clark (D)	R	R	R	R	R	R	R	R
KANSAS								
Pearson (R)	R	R	R	R	R	R	R	W
Dole (R)	R	R	R	R	NV	NV	W	W
KENTUCKY								
Ford (D)	R	R	R	R	R	R	R	R
Huddleston (D)	R	R	R	R	R	R	R	R
LOUISIANA								
Long (D)	R	R	R	R	R	R	R	R
Johnston (D)	R	R	R	R	R	R	R	R
MAINE								
Muskie (D)	R	R	R	R	R	R	R	R
Hathaway (D)	R	R	R	R	R	R	R	R
MARYLAND								
Mathias (R)	R	R	R	R	R	R	R	R
Beall (R)	R	NV	R	R	R	R	R	R
MASSACHUSETTS								
Kennedy (D)	R	NV	R	R	R	R	R	R
Brooke (R)	R	R	R	R	R	R	R	R
MICHIGAN								
Hart (D)	R	R	R	NV	R	NV	R	R
Griffin (R)	NV	W	W	W	R	W	W	R
MINNESOTA								
Mondale (D)	R	R	R	R	R	R	R	R
Humphrey (D)	R	R	R	R	R	R	R	R
MISSISSIPPI								
Eastland (D)	R	R	R	R	R	W	W	R
Stennis (D)	R	R	R	R	NV	W	W	R
MISSOURI								
Symington (D)	R	NV	R	NV	R	NV	R	R
Eagleton (D)	R	R	R	R	R	R	R	R
MONTANA								
Mansfield (D)	R	R	R	R	R	R	R	R
Metcalf (D)	R	R	R	R	R	R	R	R
NEBRASKA								
Hruska (R)	R	W	W	W	R	W	W	W
Curtis (R)	W	W	W	W	W	NV	W	W
NEVADA								
Laxalt (R)	R	R	R	NV	W	W	W	W
Cannon (D)	R	R	R	R	R	R	R	R
NEW HAMPSHIRE								
Durkin (D)	—	—	—	R	R	R	NV	R
McIntyre (D)	NV	R	R	R	R	R	R	R
NEW JERSEY								
Case (R)	R	R	R	R	R	R	R	R
Williams (D)	R	R	R	R	NV	R	R	R
NEW MEXICO								
Montoya (D)	R	R	R	R	R	R	R	R
Domenici (R)	R	R	R	R	R	W	W	R
NEW YORK								
Javits (R)	R	R	R	R	R	R	NV	R
Buckley (C-Rep.)	W	R	R	W	W	W	W	W
NORTH CAROLINA								
Morgan (D)	NV	R	R	R	R	R	W	NV
Helms (R)	NV	NV	W	W	W	W	W	W
NORTH DAKOTA								
Young (R)	R	R	R	R	R	W	W	W
Burdick (D)	R	R	R	R	R	R	R	R
OHIO								
Glenn (D)	R	R	R	R	R	R	R	R
Taft (R)	R	R	R	R	R	R	W	R
OKLAHOMA								
Bellmon (R)	R	W	R	W	R	R	W	W
Bartlett (R)	R	W	R	W	W	W	W	W
OREGON								
Hatfield (R)	R	R	R	R	R	R	R	R
Packwood (R)	R	R	R	R	W	R	W	R
PENNSYLVANIA								
Scott (R)	R	R	R	R	R	R	R	NV
Schweiker (R)	R	R	R	R	R	R	R	R
RHODE ISLAND								
Pastore (D)	R	R	R	R	R	R	R	R
Pell (D)	R	R	R	R	R	R	R	R
SOUTH CAROLINA								
Thurmond (R)	W	R	W	NV	W	W	W	W
Hollings (D)	R	R	R	R	R	R	R	R
SOUTH DAKOTA								
McGovern (D)	R	R	R	R	R	R	R	R
Abourezk (D)	R	R	R	R	R	R	R	R
TENNESSEE								
Baker (R)	NV	NV	R	NV	R	NV	W	W
Brock (R)	W	NV	W	NV	W	W	W	W
TEXAS								
Tower (R)	R	W	R	W	W	W	W	W
Bentsen (D)	NV	R	R	R	R	R	R	R
UTAH								
Garn (R)	W	R	R	NV	W	W	W	W
Moss (D)	R	R	R	R	R	R	R	R
VERMONT								
Leahy (D)	R	R	R	R	R	R	R	R
Stafford (R)	R	R	R	R	R	R	R	R
VIRGINIA								
Byrd (I)	W	R	R	R	W	W	W	W
Scott (R)	W	W	W	W	W	W	W	W
WASHINGTON								
Magnuson (D)	R	R	R	R	R	R	R	R
Jackson (D)	R	R	R	R	R	R	R	R
WEST VIRGINIA								
Randolph (D)	R	R	R	R	R	R	R	R
Byrd (D)	R	R	R	R	R	R	R	R
WISCONSIN								
Proxmire (D)	R	R	W	R	W	R	R	W
Nelson (D)	R	R	R	R	R	R	R	R
WYOMING								
McGee (D)	NV	R	R	R	R	R	R	R
Hansen (R)	W	W	W	W	W	W	W	W

Legislative

House of Representatives

94th Congress 1975-76

		1	2	3	4	5	6	7	8	9	10
ALABAMA											
1	Edwards (R)	W	W	W	R	R	W	W	NV	W	W
2	Dickinson (R)	W	W	R	R	W	W	W	W	W	W
3	Nichols (D)	W	W	R	R	R	W	NV	NV	W	W
4	Bevill (D)	W	R	R	R	R	W	R	NV	W	R
5	Jones (D)	R	R	R	R	R	R	R	NV	R	NV
6	Buchanan (R)	R	W	R	R	R	W	R	W	R	W
7	Flowers (D)	R	W	R	R	R	W	R	NV	W	W
ALASKA											
AL	Young (R)	R	R	R	NV	R	W	R	R	W	NV
ARIZONA											
1	Rhodes (R)	W	NV	R	W	R	NV	W	W	NV	W
2	Udall (D)	R	R	NV	R	NV	NV	NV	NV	NV	R
3	Steiger (R)	W	W	W	W	W	W	W	W	NV	W
4	Conlan (R)	NV	W	R	W	R	W	W	W	NV	NV
ARKANSAS											
1	Alexander (D)	W	R	R	R	R	R	R	W	R	W
2	Mills (D)	NV	NV	NV	R	R	W	R	R	NV	R
3	Hammerschmidt (R)	R	R	R	R	R	W	R	W	R	R
4	Thornton (D)	R	W	R	R	R	R	R	R	R	R
CALIFORNIA											
1	Johnson (D)	R	R	R	R	R	R	R	R	R	R
2	Clausen (R)	R	W	R	R	R	W	W	R	W	W
3	Moss (D)	R	R	R	R	NV	R	R	R	R	R
4	Leggett (D)	NV	NV	R	R	R	R	R	R	NV	R
5	Burton, J. (D)	R	R	R	R	R	R	R	R	R	R
6	Burton, P. (D)	R	R	R	R	R	R	R	R	R	R
7	Miller (D)	R	R	R	R	R	R	R	R	R	R
8	Dellums (D)	R	NV	R	R	R	R	R	R	R	R
9	Stark (D)	R	R	R	R	R	R	R	R	R	R
10	Edwards (D)	R	R	R	R	R	R	R	R	R	R
11	Ryan (D)	NV	R	R	W	NV	R	R	R	NV	R
12	McCloskey (R)	W	R	R	R	R	R	R	R	R	W
13	Mineta (D)	R	R	R	R	R	R	R	R	R	R
14	McFall (D)	R	R	R	R	R	R	R	R	R	R
15	Sisk (D)	R	R	R	R	NV	R	R	R	NV	R
16	Talcott (R)	R	W	R	R	R	W	W	R	W	W
17	Krebs (D)	R	R	R	R	R	R	R	R	R	W
18	Ketchum (R)	W	W	NV	W	R	W	W	R	W	W
19	Lagomarsino (R)	R	W	W	R	R	W	W	R	W	W
20	Goldwater (R)	W	W	R	R	R	W	NV	W	NV	W
21	Corman (D)	R	R	R	R	R	R	R	R	R	R
22	Moorhead (R)	R	W	W	R	R	W	W	R	W	W
23	Rees (D)	R	R	R	R	R	R	R	R	NV	R
24	Waxman (D)	R	R	R	R	R	NV	R	R	R	R
25	Roybal (D)	R	R	R	R	R	R	R	R	R	R
26	Rousselot (R)	W	W	W	W	W	W	W	W	W	W
27	Bell (R)	W	W	NV	R	R	W	W	NV	W	W
28	Burke (D)	R	R	R	R	R	R	R	R	R	R
29	Hawkins (D)	R	R	R	R	R	R	R	R	R	NV
30	Danielson (D)	R	R	R	R	R	R	R	R	R	R
31	C. Wilson (D)	R	R	R	R	R	R	R	R	R	W
32	Anderson (D)	R	R	R	R	R	W	R	R	R	R
33	Clawson (R)	W	W	W	W	R	W	W	W	W	W
34	Hannaford (D)	R	R	R	R	R	R	R	R	R	R
35	Lloyd (D)	R	R	R	R	R	R	R	R	R	W
36	Brown (D)	R	R	R	R	R	R	R	R	NV	W
37	Pettis (R)	—	—	R	R	R	W	W	R	W	W
38	Patterson (D)	R	R	R	R	R	R	R	R	R	R
39	Wiggins (R)	W	W	W	W	W	W	W	W	W	W
40	Hinshaw (R)	W	W	R	R	NV	W	NV	NV	NV	NV
41	Wilson (R)	R	W	R	R	NV	R	W	R	R	W
42	Van Deerlin (D)	R	R	R	NV	R	R	R	R	R	R
43	Burgener (R)	R	W	R	R	R	W	W	R	W	W
COLORADO											
1	Schroeder (D)	R	R	R	R	R	W	R	R	W	R
2	Wirth (D)	R	R	R	R	R	R	R	R	R	R
3	Evans (D)	W	R	R	R	R	R	R	NV	R	W
4	Johnson (R)	NV	W	R	R	R	W	W	NV	W	W
5	Armstrong (R)	W	W	W	W	R	W	W	W	W	W
CONNECTICUT											
1	Cotter (D)	R	R	R	R	R	R	R	R	R	NV
2	Dodd (D)	R	R	R	R	R	R	R	R	R	NV
3	Giaimo (D)	R	W	R	R	R	R	R	R	NV	NV
4	McKinney (R)	R	W	R	R	R	W	R	R	R	R
5	Sarasin (R)	R	W	R	R	R	W	R	R	R	R
6	Moffett (D)	R	R	R	R	R	R	R	R	R	NV
DELAWARE											
AL	du Pont (R)	W	W	R	R	R	W	R	R	NV	W
FLORIDA											
1	Sikes (D)	W	R	R	R	R	W	R	R	R	NV
2	Fuqua (D)	W	R	R	R	R	W	R	R	W	W
3	Bennett (D)	W	W	R	R	R	W	W	W	W	W
4	Chappell (D)	W	NV	R	R	R	W	R	R	W	W
5	Kelly (R)	W	W	R	W	R	W	W	W	NV	W
6	Young (R)	W	NV	R	R	R	W	W	W	W	W
7	Gibbons (D)	NV	R	R	R	R	R	R	R	W	R
8	Haley (D)	R	R	R	R	R	W	W	W	W	W
9	Frey (R)	W	W	R	R	R	W	W	R	W	W
10	Bafalis (R)	W	W	R	R	R	W	W	W	W	W
11	Rogers (D)	R	R	R	R	R	W	R	R	R	W
12	Burke (R)	W	R	R	NV	NV	W	R	W	W	W
13	Lehman (D)	R	R	R	R	R	R	R	R	R	R
14	Pepper (D)	R	R	R	NV	R	R	R	NV	NV	NV
15	Fascell (D)	R	R	R	R	R	R	R	R	R	R

		1	2	3	4	5	6	7	8	9	10
GEORGIA											
1	Ginn (D)	R	R	R	R	R	W	R	R	R	W
2	Mathis (D)	R	W	R	R	R	NV	W	R	W	W
3	Brinkley (D)	R	R	R	R	R	W	R	R	W	W
4	Levitas (D)	W	R	R	R	R	W	NV	W	W	W
5	Young (D)	R	NV	R	R	R	R	R	R	R	R
6	Flynt (D)	W	W	W	R	R	W	W	W	W	W
7	McDonald (D)	W	W	W	W	W	W	W	W	NV	W
8	Stuckey (D)	R	R	R	R	NV	W	R	R	NV	W
9	Landrum (D)	W	W	NV	R	R	W	W	W	NV	W
10	Stephens (D)	NV	R	R	R	R	W	R	R	NV	W
HAWAII											
1	Matsunaga (D)	R	NV	R	R	R	R	R	R	R	R
2	Mink (D)	R	R	R	R	R	R	R	R	R	R
IDAHO											
1	Symms (R)	NV	W	W	W	W	W	W	W	NV	W
2	Hansen (R)	W	NV	W	W	R	W	W	W	NV	W
ILLINOIS											
1	Metcalfe (D)	R	R	R	R	R	R	R	R	NV	R
2	Murphy (D)	R	R	R	R	R	R	R	R	R	NV
3	Russo (D)	R	NV	R	R	R	R	R	R	W	R
4	Derwinski (R)	W	W	R	NV	R	W	W	W	W	NV
5	Fary (D)	—	—	R	NV	NV	NV	R	R	R	R
6	Hyde (R)	W	W	R	R	R	W	W	R	W	W
7	(Mrs.) Collins (D)	R	R	R	R	R	R	R	NV	R	R
8	Rostenkowski (D)	R	R	R	R	R	R	R	R	R	R
9	Yates (D)	R	R	R	R	R	R	R	R	R	R
10	Mikva (D)	R	R	R	R	R	R	R	R	R	R
11	Annunzio (D)	R	R	R	R	R	R	R	R	R	R
12	Crane (R)	W	NV	W	W	W	W	W	W	W	W
13	McClory (R)	R	W	R	NV	R	W	W	R	R	W
14	Erlenborn (R)	W	W	R	W	R	W	W	W	W	W
15	Hall (D)	R	R	R	R	R	R	R	R	NV	R
16	Anderson (R)	W	W	R	NV	R	W	W	NV	W	NV
17	O'Brien (R)	W	R	R	R	NV	W	W	R	W	W
18	Michel (R)	W	W	W	W	W	W	W	W	W	W
19	Railsback (R)	W	NV	R	R	R	NV	R	R	W	W
20	Findley (R)	NV	W	R	R	R	W	W	R	W	W
21	Madigan (R)	R	R	R	R	R	W	R	W	R	R
22	Shipley (D)	NV	NV	R	R	R	R	R	R	R	NV
23	Price (D)	R	R	R	R	R	R	R	R	R	R
24	Simon (D)	R	R	R	R	R	R	R	R	R	R
INDIANA											
1	Madden (D)	R	R	R	R	R	R	R	NV	R	R
2	Fithian (D)	NV	R	R	R	R	W	R	R	W	R
3	Brademas (D)	R	R	R	R	R	R	R	R	R	R
4	Roush (D)	R	R	R	R	R	W	R	R	R	R
5	Hillis (R)	W	W	R	R	R	W	R	R	NV	W
6	Evans (D)	R	R	R	R	R	W	R	NV	W	R
7	Myers (R)	W	W	R	W	R	W	W	W	W	W
8	Hayes (D)	R	R	R	R	R	R	R	NV	NV	R
9	Hamilton (D)	R	R	R	R	R	R	R	R	W	R
10	Sharp (D)	R	R	R	R	R	W	R	R	W	R
11	Jacobs (D)	R	R	R	R	R	W	R	R	W	R
IOWA											
1	Mezvinsky (D)	R	R	R	R	R	R	R	R	R	R
2	Blouin (D)	R	W	R	R	R	R	R	R	W	R
3	Grassley (R)	R	W	R	R	R	W	R	W	W	W
4	Smith (D)	R	R	R	R	R	W	R	R	R	W
5	Harkin (D)	R	NV	R	R	R	W	R	R	W	NV
6	Bedell (D)	R	R	R	R	R	W	R	R	W	W
KANSAS											
1	Sebelius (R)	W	W	R	R	R	W	W	R	W	W
2	Keys (D)	R	R	R	R	R	W	R	R	R	R
3	Winn (R)	R	W	R	R	R	W	R	R	W	W
4	Shriver (R)	NV	NV	R	R	R	R	R	R	R	W
5	Skubitz (R)	W	W	R	R	R	W	W	R	R	W
KENTUCKY											
1	Hubbard (D)	R	R	R	R	R	W	R	R	W	W
2	Natcher (D)	R	R	R	R	R	R	R	R	R	W
3	Mazzoli (D)	W	W	R	R	R	R	R	R	R	R
4	Snyder (R)	W	W	W	R	R	W	W	W	W	W
5	Carter (R)	W	R	R	R	R	W	R	W	R	W
6	Breckinridge (D)	R	R	R	R	R	R	R	R	R	W
7	Perkins (D)	R	R	R	R	R	R	R	R	R	R
LOUISIANA											
1	Hebert (D)	NV	W	R	R	R	W	R	R	NV	NV
2	(Mrs.) Boggs (D)	R	R	R	R	R	R	R	R	R	W
3	Treen (R)	W	W	W	W	R	W	W	W	W	W
4	Waggonner (D)	W	W	R	R	R	W	W	R	W	W
5	Passman (D)	W	W	R	R	R	R	R	R	W	R
6	Moore (R)	W	W	R	W	R	W	R	R	W	W
7	Breaux (D)	R	R	R	R	R	W	R	R	W	W
8	Long (D)	R	R	R	R	R	R	R	R	R	W
MAINE											
1	Emery (R)	R	W	R	R	R	W	R	R	W	W
2	Cohen (R)	R	W	R	R	R	W	R	R	R	R
MARYLAND											
1	Bauman (R)	W	W	W	W	R	W	W	W	W	W
2	Long (D)	W	R	R	R	R	R	R	R	R	W
3	Sarbanes (D)	R	R	R	R	R	R	R	R	R	R
4	Holt (R)	W	W	W	R	R	W	W	W	W	W
5	Spellman (D)	R	R	R	R	R	R	R	R	R	R
6	Byron (D)	W	W	R	R	R	W	R	R	W	W
7	Mitchell (D)	R	R	R	R	R	R	R	R	R	R
8	Gude (R)	NV	R	R	R	R	R	R	R	R	R

HOUSE OF REPRESENTATIVES

R = Right according to NEA position
W = Wrong according to NEA position
NV = Not voting
— = Not in office at time of vote

1. *Education Appropriations,* FY 1976 (HR 5901). Motion to amend committee bill with addition of $487 million (Roybal-Obey-Stokes amendment). Roll Call No. 123, April 16, 1975. Passed, 259-123. NEA supported.

2. *School Lunch Amendments* (HR 4222). Motion to recommit the bill to committee. Roll Call No. 160, April 28, 1975. Failed, 144-246. NEA opposed.

3. *Education of the Handicapped* (HR 7217, S 6). Motion to pass bill to provide a free, appropriate, public education for all handicapped children. Roll Call No. 450, July 29, 1975. Passed, 375-44. NEA supported.

4. *Education Appropriations,* FY 1976 (HR 5901). Motion to override President's veto of bill. Roll Call No. 502, September 9, 1975. Passed, 379-41. NEA supported.

5. *School Lunch Amendments* (HR 4222). Motion to override President's veto of bill. Roll Call No. 595, October 7, 1975. Passed, 397-18. NEA supported.

6. *Second Concurrent Resolution on the Budget* (H Con Res 466). Motion to adopt O'Neill Amendment, increasing the Budget Committee's figures for jobs and education. Roll Call No. 691, November 12, 1975. Passed, 213-203. NEA supported.

7. *Labor-HEW Appropriations, FY 1976* (HR 8069). Motion to override President's veto of bill. Roll Call No. 20, January 27, 1976. Passed, 310-113. NEA supported.

8. *Child Day Care Standards* (Amendments to Title XX of Social Security Act) (HR 9803). Motion to override President's veto of bill. Roll Call No. 231, May 4, 1976. Passed, 301-101. NEA supported.

9. *Labor-HEW Appropriations, FY 1977* (HR 14232). Motion to adopt Michel amendment providing for a five percent cut in all controllable items, including education. Roll Call No. 453, June 24, 1976. Failed, 143-218. NEA opposed.

10. *Unemployment Compensation* (HR 10210). Motion to adopt Ketchum amendment to strike out language providing coverage to state and local government employees. Roll Call No. 519, July 20, 1976. Failed, 186-212. NEA opposed.

Report Card

		1	2	3	4	5	6	7	8	9	10
MASSACHUSETTS											
1	Conte (R)	W	W	R	R	R	R	R	R	R	R
2	Boland (D)	W	R	R	R	R	R	R	R	R	R
3	Early (D)	R	R	R	R	R	R	R	R	R	R
4	Drinan (D)	R	R	R	R	R	R	R	R	R	R
5	Tsongas (D)	R	R	R	R	R	R	R	R	R	R
6	Harrington (D)	R	R	R	R	R	R	R	R	NV	R
7	Vacancy	—	—	—	—	—	—	—	—	—	—
8	O'Neill (D)	R	R	R	R	R	R	R	R	NV	R
9	Moakley (D)	R	R	R	R	R	R	R	R	R	R
10	Heckler (R)	W	R	R	R	R	NV	R	R	R	R
11	Burke (D)	R	R	R	R	R	R	R	R	R	R
12	Studds (D)	R	R	R	R	R	R	R	R	R	R
MICHIGAN											
1	Conyers (D)	R	NV	R	R	R	R	R	R	R	R
2	Esch (R)	W	W	R	R	R	R	R	R	NV	NV
3	Brown (R)	W	NV	W	R	R	W	R	W	R	W
4	Hutchinson (R)	W	W	W	W	W	W	W	W	W	W
5	Vander Veen (D)	R	R	R	R	R	R	R	R	R	R
6	Carr (D)	R	R	R	R	R	W	R	R	R	R
7	Riegle (D)	R	R	R	R	NV	R	R	R	NV	NV
8	Traxler (D)	R	R	R	R	R	R	R	R	W	R
9	Vander Jagt (R)	W	W	W	W	R	W	W	W	W	NV
10	Cederberg (R)	NV	W	W	W	R	W	W	W	W	W
11	Ruppe (R)	NV	NV	R	R	R	W	R	W	W	R
12	O'Hara (D)	R	R	R	R	R	R	R	R	NV	R
13	Diggs (D)	R	NV	R	R	R	R	NV	R	R	R
14	Nedzi (D)	R	R	R	R	R	R	R	R	R	W
15	W. Ford (D)	R	R	R	R	R	R	R	R	R	R
16	Dingell (D)	R	R	R	R	R	R	R	R	NV	R
17	Brodhead (D)	R	NV	R	R	R	R	R	R	NV	R
18	Blanchard (D)	R	R	R	R	R	R	R	R	R	R
19	Bromfield (R)	W	NV	R	R	R	W	W	W	W	W
MINNESOTA											
1	Quie (R)	W	W	R	R	R	W	W	W	NV	W
2	Hagedorn (R)	W	W	W	R	R	W	W	W	W	W
3	Frenzel (R)	W	W	R	R	R	W	W	W	NV	R
4	Karth (D)	R	R	NV	R	R	NV	R	R	NV	NV
5	Fraser (D)	NV	R	R	NV	R	NV	R	NV	R	R
6	Nolan (D)	R	R	R	R	R	R	R	R	R	R
7	Bergland (D)	R	R	R	R	R	R	R	R	R	R
8	Oberstar (D)	R	R	R	R	R	R	R	R	R	R
MISSISSIPPI											
1	Whitten (D)	W	W	R	R	R	W	R	R	NV	W
2	Bowen (D)	R	R	R	R	NV	W	R	R	R	W
3	Montgomery (D)	W	W	W	R	R	W	W	W	W	W
4	Cochran (R)	R	NV	R	R	R	W	R	W	W	W
5	Lott (R)	W	NV	R	R	R	W	R	W	NV	W
MISSOURI											
1	Clay (D)	R	R	R	R	R	R	R	R	NV	NV
2	Symington (D)	R	NV	R	R	NV	R	R	R	R	NV
3	Sullivan (D)	R	NV	R	R	R	W	R	R	R	W
4	Randall (D)	R	R	R	R	R	W	R	R	NV	W
5	Bolling (D)	R	R	R	R	R	R	R	R	R	R
6	Vacancy	—	—	—	—	—	—	—	—	—	—
7	Taylor (R)	W	W	W	R	R	W	W	W	W	W
8	Ichord (D)	W	NV	R	R	R	W	W	W	W	W
9	Hungate (D)	R	R	R	NV	R	W	R	R	R	W
10	Burlison (D)	W	R	W	R	R	W	R	W	R	R
MONTANA											
1	Baucus (D)	R	R	R	R	R	W	R	R	W	R
2	Melcher (D)	R	R	R	R	R	W	R	R	NV	R
NEBRASKA											
1	Thone (R)	W	W	R	R	R	W	W	R	W	W
2	McCollister (R)	W	W	R	R	R	W	W	W	W	W
3	Smith (R)	W	W	R	R	R	W	W	R	W	W
NEVADA											
AL	Santini (D)	R	R	R	R	R	W	R	W	W	W
NEW HAMPSHIRE											
1	D'Amours (D)	R	R	R	R	R	R	R	R	R	R
2	Cleveland (R)	W	W	R	R	R	NV	W	R	W	W
NEW JERSEY											
1	Florio (D)	R	R	R	R	R	R	R	R	NV	R
2	Hughes (D)	R	W	R	R	R	R	R	R	NV	R
3	Howard (D)	R	NV	R	R	R	R	R	R	R	R
4	Thompson (D)	R	R	R	R	R	R	R	R	R	R
5	Fenwick (R)	W	W	R	R	R	R	R	R	W	R
6	Forsythe (R)	R	W	R	R	R	W	W	R	W	R
7	Maguire (D)	R	R	R	R	R	R	R	R	NV	R
8	Roe (D)	R	R	R	R	R	R	R	R	R	R
9	Helstoski (D)	R	R	R	R	R	R	R	R	NV	NV
10	Rodino (D)	R	R	R	R	R	R	R	R	R	R
11	Minish (D)	R	R	R	R	R	R	R	R	R	R
12	Rinaldo (R)	R	R	R	R	R	R	R	R	R	R
13	Meyner (D)	R	R	R	R	R	R	R	R	R	R
14	Daniels (D)	R	R	R	R	R	R	R	R	R	R
15	Patten (D)	R	R	R	R	R	R	R	R	R	R
NEW MEXICO											
1	Lujan (R)	W	R	R	R	W	W	R	W	NV	W
2	Runnels (D)	W	W	R	R	R	W	R	W	W	W
NEW YORK											
1	Pike (D)	W	R	R	R	R	NV	R	R	R	R
2	Downey (D)	R	R	R	R	R	R	R	R	R	R
3	Ambro (D)	R	R	R	R	R	R	R	R	R	R
4	Lent (R)	NV	W	R	R	R	W	W	R	NV	R
5	Wydler (R)	W	W	R	R	R	W	W	NV	NV	R
6	Wolff (D)	R	R	R	R	R	R	R	R	R	R
7	Addabbo (D)	R	R	R	R	R	R	R	R	R	R
8	Rosenthal (D)	NV	R	R	R	R	R	R	R	NV	R
9	Delaney (D)	R	R	R	R	R	R	R	R	R	R
10	Biaggi (D)	R	NV	R	R	R	R	R	R	R	R
11	Scheuer (D)	R	R	R	R	R	R	R	R	R	R
12	Chisholm (D)	R	W	R	R	R	R	R	R	R	R
13	Solarz (D)	NV	R	R	R	R	R	R	R	R	R
14	Richmond (D)	R	R	R	R	R	R	R	R	R	R
15	Zeferetti (D)	R	R	R	R	R	R	R	R	R	R
16	Holtzman (D)	R	R	R	R	R	R	R	R	R	R
17	Murphy (D)	R	R	R	R	R	R	R	NV	R	R
18	Koch (D)	R	R	R	R	R	R	R	R	R	R
19	Rangel (D)	R	NV	R	R	R	R	R	R	R	R
20	Abzug (D)	R	R	R	R	R	R	R	R	R	NV
21	Badillo (D)	R	R	R	R	R	R	R	R	R	R
22	Bingham (D)	R	W	R	R	R	R	R	R	R	R
23	Peyser (R)	R	R	R	R	R	R	R	R	NV	NV
24	Ottinger (D)	R	R	R	R	R	R	R	R	R	R
25	Fish (R)	R	W	R	R	R	R	W	R	W	R
26	Gilman (R)	R	R	R	R	R	R	R	R	R	R
27	McHugh (D)	R	R	R	R	R	R	R	R	R	R
28	Stratton (D)	R	R	R	R	R	R	R	R	R	W
29	Pattison (D)	R	R	NV	R	R	R	R	NV	NV	R
30	McEwen (R)	W	W	R	R	R	NV	NV	W	W	W
31	Mitchell (R)	R	R	R	R	R	W	W	R	R	R
32	Hanley (D)	R	R	R	R	R	R	R	R	R	R
33	Walsh (R)	R	R	R	R	R	W	R	R	R	R
34	Horton (R)	R	R	R	R	R	R	R	R	NV	R
35	Conable (R)	W	W	W	W	R	W	W	W	W	W
36	LaFalce (D)	R	R	R	R	R	R	R	R	R	R
37	Nowak (D)	R	R	R	R	R	R	R	R	R	R
38	Kemp (R)	W	NV	R	W	R	W	W	W	W	W
39	Lundine (D)	—	—	—	—	—	—	—	R	R	R
NORTH CAROLINA											
1	Jones (D)	R	R	R	R	R	W	R	R	W	W
2	Fountain (D)	W	R	R	R	R	W	R	R	W	W
3	Henderson (D)	R	R	R	R	R	W	R	R	W	W
4	Andrews (D)	R	R	NV	R	R	W	R	R	W	W
5	Neal (D)	R	R	R	R	R	R	R	R	W	W
6	Preyer (D)	R	R	R	R	R	R	R	R	R	W
7	Rose (D)	R	R	R	R	R	R	R	R	NV	W
8	Hefner (D)	NV	R	R	R	R	W	R	R	W	W
9	Martin (R)	W	W	R	R	NV	W	W	W	W	W
10	Broyhill (R)	W	W	W	R	NV	W	W	W	W	W
11	Taylor (D)	NV	R	R	R	R	W	R	R	W	W
NORTH DAKOTA											
AL	Andrews (R)	W	W	R	R	R	NV	W	NV	W	W
OHIO											
1	Gradison (R)	W	W	R	R	R	W	W	W	W	R
2	Clancy (R)	W	W	R	W	R	W	W	W	NV	W
3	Whalen (R)	R	R	R	R	R	R	R	R	R	R
4	Guyer (R)	R	R	R	R	R	W	R	R	W	W
5	Latta (R)	W	W	R	W	R	W	W	W	W	W
6	Harsha (R)	W	NV	R	R	R	NV	R	W	W	W
7	Brown (R)	W	W	W	W	R	W	W	W	W	W
8	Kindness (R)	W	W	R	R	R	W	W	NV	NV	W
9	Ashley (D)	NV	W	R	R	R	NV	R	R	NV	NV
10	Miller (R)	W	W	W	W	R	W	W	W	W	W
11	J. W. Stanton (R)	NV	W	R	R	R	W	W	R	W	R
12	Devine (R)	W	W	W	W	W	W	W	W	W	W
13	Mosher (R)	R	W	R	R	R	NV	R	R	R	R
14	Seiberling (D)	R	R	R	R	R	R	NV	R	R	R
15	Wylie (R)	W	W	R	R	R	W	R	W	W	W
16	Regula (R)	W	W	R	R	R	W	W	R	W	R
17	Ashbrook (R)	W	W	W	W	R	W	W	W	NV	W
18	Vacancy	—	—	—	—	—	—	—	—	—	—
19	Carney (D)	R	R	R	R	R	R	R	R	R	R
20	J. V. Stanton (D)	R	R	R	NV	R	R	R	NV	NV	NV
21	Stokes (D)	R	R	R	R	R	R	R	R	R	R
22	Vanik (D)	R	NV	R	R	R	R	R	R	R	R
23	Mottl (D)	R	R	R	R	R	R	R	R	R	R
OKLAHOMA											
1	Jones (D)	W	W	R	R	R	R	W	R	R	W
2	Risenhoover (D)	R	R	NV	R	R	R	R	R	NV	W
3	Albert (D)	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
4	Steed (D)	R	R	R	R	R	W	R	R	NV	R
5	Jarman (D)	W	W	R	NV	R	W	W	W	W	W
6	English (D)	R	R	R	R	R	W	W	R	R	W
OREGON											
1	AuCoin (D)	W	R	R	R	R	W	R	R	NV	W
2	Ullman (D)	R	R	R	R	R	R	R	R	R	R
3	Duncan (D)	W	W	R	R	R	R	R	R	R	R
4	Weaver (D)	R	R	R	R	R	W	R	R	R	R
PENNSYLVANIA											
1	Vacancy	—	—	—	—	—	—	—	—	—	—
2	Nix (D)	R	R	R	R	R	R	R	NV	R	R
3	Green (D)	R	R	R	R	R	R	R	R	NV	R
4	Eilberg (D)	R	R	R	R	R	R	R	R	R	R
5	Schulze (R)	W	W	R	R	R	W	R	W	W	W
6	Yatron (D)	NV	R	R	R	R	R	R	R	R	R
7	Edgar (D)	R	R	R	R	R	R	R	R	R	R
8	Biester (R)	R	W	R	R	R	R	R	R	R	R
9	Shuster (R)	W	W	W	W	W	W	W	W	W	W
10	McDade (R)	W	R	R	R	R	R	R	R	R	R
11	Flood (D)	W	R	R	R	R	R	R	R	R	R
12	Murtha (D)	R	R	R	R	R	R	R	R	R	R
13	Coughlin (R)	R	W	R	R	R	W	R	R	W	R
14	Moorhead (D)	R	R	R	R	R	R	R	R	R	R
15	Rooney (D)	R	R	R	R	R	R	R	R	R	R
16	Eshleman (R)	W	W	R	R	R	NV	W	NV	W	W
17	Schneebeli (R)	W	W	R	W	W	W	W	W	W	W
18	Heinz (R)	R	W	R	R	R	R	R	NV	R	NV
19	Goodling (R)	W	W	R	R	R	W	R	R	W	W
20	Gaydos (D)	R	R	R	R	R	R	R	R	R	R
21	Dent (D)	NV	R	NV	R	R	W	R	R	NV	R
22	Morgan (D)	R	R	R	R	R	R	R	R	R	R
23	Johnson (R)	W	W	R	R	R	W	W	R	W	W
24	Vigorito (D)	R	R	NV	R	R	R	R	R	R	R
25	Myers (R)	W	W	R	R	R	W	W	W	W	W
RHODE ISLAND											
1	St. Germain (D)	R	R	R	R	R	R	R	R	R	R
2	Beard (D)	R	R	R	R	R	R	R	R	R	R
SOUTH CAROLINA											
1	Davis (D)	R	R	R	R	R	R	R	R	R	R
2	Spence (R)	W	W	R	R	R	W	W	W	W	W
3	Derrick (D)	R	W	R	R	R	R	W	R	NV	W
4	Mann (D)	W	W	R	R	R	W	W	W	W	W
5	Holland (D)	NV	R	R	R	R	W	R	R	W	W
6	Jenrette (D)	R	R	R	R	NV	R	R	R	R	W
SOUTH DAKOTA											
1	Pressler (R)	R	R	R	R	R	W	R	R	R	R
2	Abdnor (R)	R	W	W	R	R	W	W	R	W	W
TENNESSEE											
1	Quillen (R)	W	W	R	R	NV	W	W	W	W	W
2	Duncan (R)	W	R	R	R	NV	W	R	W	W	W
3	Lloyd (D)	R	R	R	R	R	W	R	R	W	W
4	Evins (D)	W	NV	R	R	R	W	R	R	R	NV
5	Allen (D)	—	—	—	—	—	—	R	R	R	R
6	Beard (R)	W	W	W	W	W	W	W	W	W	W
7	Jones (D)	R	R	R	R	R	W	R	R	R	NV
8	Ford (D)	R	R	R	R	R	W	R	R	R	R
TEXAS											
1	Sam B. Hall (R)	—	—	—	—	—	—	—	—	—	W
2	Wilson (D)	R	NV	R	R	R	R	R	R	R	W
3	Collins (R)	W	W	W	W	W	W	W	W	W	W
4	Roberts (D)	W	W	R	R	R	W	R	R	R	W
5	Steelman (R)	W	W	R	R	R	W	W	W	NV	NV
6	Teague (D)	NV	W	NV	W	W	W	W	W	R	W
7	Archer (R)	W	W	W	W	R	W	W	W	W	W
8	Eckhardt (D)	R	R	NV	R	R	R	R	R	R	R
9	Brooks (D)	W	NV	R	R	R	R	R	R	R	W
10	Pickle (D)	W	W	R	R	R	W	R	R	R	W
11	Poage (D)	W	NV	R	R	R	W	W	W	R	W
12	Wright (D)	R	NV	R	R	R	R	R	R	R	R
13	Hightower (D)	NV	R	R	R	R	W	W	W	R	W
14	Young (D)	W	R	R	R	R	R	NV	R	R	W
15	de la Garza (D)	R	W	R	R	R	NV	R	NV	R	R
16	White (D)	R	R	R	R	R	W	R	R	R	W
17	Burleson (D)	W	W	R	R	W	W	W	W	W	W
18	Jordan (D)	R	R	R	NV	R	R	R	R	R	R
19	Mahon (D)	W	W	R	R	R	W	R	W	R	W
20	Gonzalez (D)	R	NV	R	R	R	R	R	R	R	R
21	Krueger (D)	R	NV	W	R	W	W	R	W	W	R
22	Paul (R)	—	—	—	—	—	—	—	W	W	W
23	Kazen (D)	R	R	R	R	R	W	R	R	R	W
24	Milford (D)	W	R	R	R	R	W	W	W	NV	W
UTAH											
1	McKay (D)	W	R	W	R	R	R	R	W	R	W
2	Howe (D)	R	R	R	R	R	R	R	NV	R	NV
VERMONT											
AL	Jeffords (R)	R	W	R	R	R	W	R	R	R	R
VIRGINIA											
1	Downing (D)	W	W	R	R	R	W	W	W	NV	W
2	Whitehurst (R)	W	W	R	W	R	W	W	W	W	W
3	Satterfield (D)	W	W	W	W	R	W	W	W	W	W
4	R. Daniel (R)	NV	W	W	R	R	W	W	W	W	W
5	D. Daniel (D)	W	W	W	W	R	W	W	W	W	W
6	Butler (R)	W	W	W	R	R	W	W	R	W	W
7	Robinson (R)	W	W	W	R	R	W	W	R	W	W
8	Harris (R)	R	R	R	R	R	R	R	R	R	R
9	Wampler (R)	W	W	R	R	R	W	R	R	W	W
10	Fisher (D)	R	R	R	R	R	R	R	R	R	R
WASHINGTON											
1	Pritchard (R)	R	NV	R	R	R	R	R	R	W	R
2	Meeds (D)	R	R	R	R	R	R	R	R	R	R
3	Bonker (D)	R	R	R	R	R	R	R	R	R	R
4	McCormack (D)	R	R	R	R	R	R	R	R	R	R
5	Foley (D)	R	R	R	R	R	R	R	R	R	R
6	Hicks (D)	R	R	R	R	R	R	R	R	R	R
7	Adams (D)	R	R	R	R	R	R	R	R	R	R
WEST VIRGINIA											
1	Mollohan (D)	R	NV	R	R	R	R	R	R	R	R
2	Staggers (D)	R	R	R	R	R	R	R	R	R	R
3	Slack (D)	W	R	R	R	R	R	R	R	R	W
4	Hechler (D)	R	R	R	R	R	W	R	NV	W	R
WISCONSIN											
1	Aspin (D)	R	R	R	R	R	R	R	R	R	R
2	Kastenmeier (D)	R	R	R	R	R	W	R	R	R	R
3	Baldus (D)	R	R	R	R	R	W	R	R	R	R
4	Zablocki (D)	R	R	R	R	R	R	R	R	R	R
5	Reuss (D)	R	R	R	R	R	R	R	R	R	R
6	Steiger (R)	W	NV	R	R	R	W	W	W	W	R
7	Obey (D)	R	R	R	R	R	W	R	R	R	R
8	Cornell (D)	R	R	R	R	R	W	R	R	R	R
9	Kasten (R)	W	W	R	W	R	W	W	W	W	W
WYOMING											
AL	Roncalio (D)	R	R	R	R	R	R	R	R	R	W

Doing More for You

Associations Expand Legal Services to Members

WASHINGTON, D.C.—NEA and its affiliates have strengthened and broadened their legal services to members and at the same time have made it simpler for members to apply for the assistance.

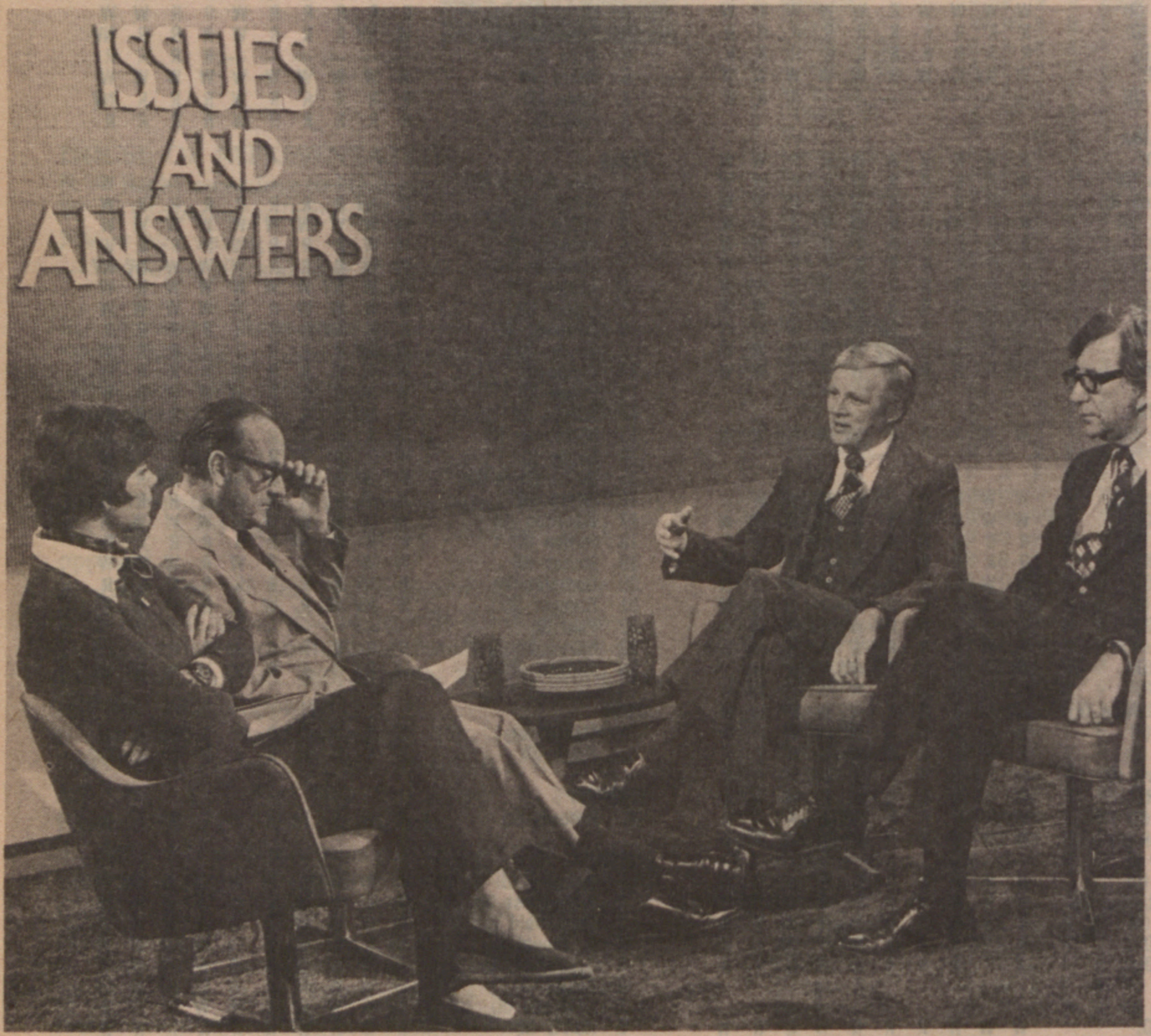
Under guidelines approved by the NEA Board of Directors—effective as of September 1—the legal assistance program has become a cooperative NEA-state affiliate program. Members in need of legal assistance now need submit only a single application to their state education association. The state affiliate will process the application and within 60 days advise the applicant of its acceptance or denial. Should it be denied, though, the member has the right to appeal directly to NEA for assistance.

The service—now called the NEA DuShane Unified Legal Services Program—has been broadened. In addition to legal representation in court, the program now ensures protection in administrative proceedings, such as before tenure commissions, school boards, and arbitrators. A new reimbursement formula built into the program provides increased NEA financial support to the state association as the state increases its delivery of legal services to members.

NEA Executive Director Terry Herndon summarized the improved program this way: "The new unified program moves the decision-making process closer to the members, updates the delivery of legal services, and assures a higher measure of equity in terms of NEA's financial assistance."

NEA's rights enforcement program has always been available to teachers in need of legal aid. It has and still provides for legal representation, subsistence loans, and the initiation and support of precedential teacher rights cases. The new guidelines that went into effect September 1 affect only the legal assistance program and apply to all cases initiated after that date. Moreover, NEA continues to honor all commitments made under the old program and will still accept applications under the old program for incidents that arose prior to September 1.

The new guidelines were developed over a period of two years following a mandate from the NEA Program and Budget Committee to develop a high-quality, uniform program of legal services for members. They reflect the trend among affiliates toward resolving equity issues through administrative procedures rather than solely through litigation. They also reflect the state affiliates' need for financial support and the individual members' need for a basic rights enforcement program in return for their dues. The new program is based, too, on NEA surveys of legal defense programs in each state affiliate.



Politics, testing, and school finance were among the topics last month when NEA President John Ryor (center) appeared on the ABC "Issues and Answers" television and radio program. NEA teachers will be playing "an extremely active role" in the political campaigns this fall, Ryor told "Issues and Answers" chief correspondent Bob Clark (second from left) and ABC News White House correspondent Ann Compton (left). "Our 10,000 locals will be active in support of candidates," he added. Also appearing on the show was Albert Shanker (right), American Federation of Teachers president.

What Materials Do Teachers Need?

NEA PROJECT WILL HELP IN-SERVICE TRAINING

WASHINGTON, D.C.—NEA has launched a major project to help teachers make effective use of the kinds of in-service materials they say they need.

Financed by a grant from the National Institute of Education, the NEA project will involve 60 local associations cooperating with their school districts in 12 states. In the first phase of the program, beginning this month, 20 locals will be involved in the states of Alabama, Massachusetts, Wisconsin, Ohio, Pennsylvania, and Michigan. The states provisionally identified for the second year's work are Minnesota, Washington, Oklahoma, California, Wyoming, and Texas.

In addition to helping in the selection of training materials that match teacher needs, the project will also measure the effectiveness of its own efforts to disseminate information about, and secure the use of, practical training programs based on research about the teaching-learning process.

Central to the project's operation will be the descriptions in nontechnical language of 500 in-service education programs that have been developed as a result of recent educational research. The program descriptions will be done, under contract to NEA, by the Far West Laboratory for Educational Research and Development.

The project is directed by Robert A. Luke, of NEA's Instruction and Professional Development staff, and is headquartered at NEA Center here.

Many NEA local education associations around the nation will work with Public Television this month to encourage local station follow-up to the national broadcast of "The Puzzle Children." To be aired October 19 at 8 p.m. Eastern time, the one-hour show will launch a nationwide information campaign about children's learning problems. Julie Andrews (shown on the TV set at right) stars in the special.

The largest teacher strike in the nation this fall took place in Buffalo, N.Y., where 3,200 teachers and more than 56,000 students were out of school as bargaining dragged on. Salary and teacher layoffs have been the issues in dispute in many strikes, with school boards using hard economic times as a club against their employees.

55 NEA Locals Forced To Strike

A YEAR OF TIGHT BARGAINING FOR TEACHERS

WASHINGTON, D.C.—Hard economic times have brought a tight bargaining year for teachers, and the number of teacher strikes is down from last year. But where school boards are using the economic slowdown as an excuse to run roughshod over teachers, strikes have been called.

A mid-September survey by NEA's News Service showed 1,600 units throughout the country where teachers and school boards had not yet reached agreement. The survey revealed 55 walkouts by NEA affiliates in 14 states, 8 American Federation of Teachers strikes, and 2 strikes by affiliates of the American Association of University Professors. Last year at the same time, NEA affiliates had called 86 strikes, AFT 14.

16,000 TEACHERS OUT

Of the 55 NEA affiliate strikes, 31 were still in progress in mid-September, involving 16,000 teachers and 300,000 students. A state-by-state breakdown of these walkouts showed Pennsylvania with 21, Ohio with 3, Rhode Island with 2, and 1 each in California, New Hampshire, New York, Tennessee, and Washington. In the 24 other strike situations, teachers were back in classes, having reached settlement or responded to a court injunction.

The largest strikes were in Buffalo, N.Y.; Seattle, Wash.; Parma, Ohio; and Manchester, N.H. Settlement was reached on September 14 in one of the other major strikes of the season when the 2,500 Jersey City, N.J., teachers won a package including a raise of 12 percent, or about $1,500, over two years, plus new dental and prescription drug programs.

SCHOOL BOARD STRIKES

In a twist on the usual fall strike pattern, school boards were doing an increasing amount of striking themselves—refusing to open sessions, or closing down later if agreement is not reached. Eight such situations were reported—six in Pennsylvania and one each in Montana and Massachusetts. Settlement or a return to negotiations while schools operate had been accomplished in some cases, but as of mid-September teachers and students in four Pennsylvania communities continued to face locked doors despite associations' efforts to bargain.

Reports to NEA's News Service repeatedly stated that teachers are ready to accept "reasonable" settlements, but that they will put their foot down—on the pavement—if school boards poor-mouth to exaggeration. As in past years, some of the angriest disputes occurred where boards simply refused to bargain—especially where bargaining statutes are newly in place and state public employee relations commissions have not operated long enough to lay down the law to school boards.

In other areas, the top issues have been salary, job security, adequate student disciplinary procedures, class size, and board efforts to roll back gains teachers have won in past years.

$4,000 Salary Gains

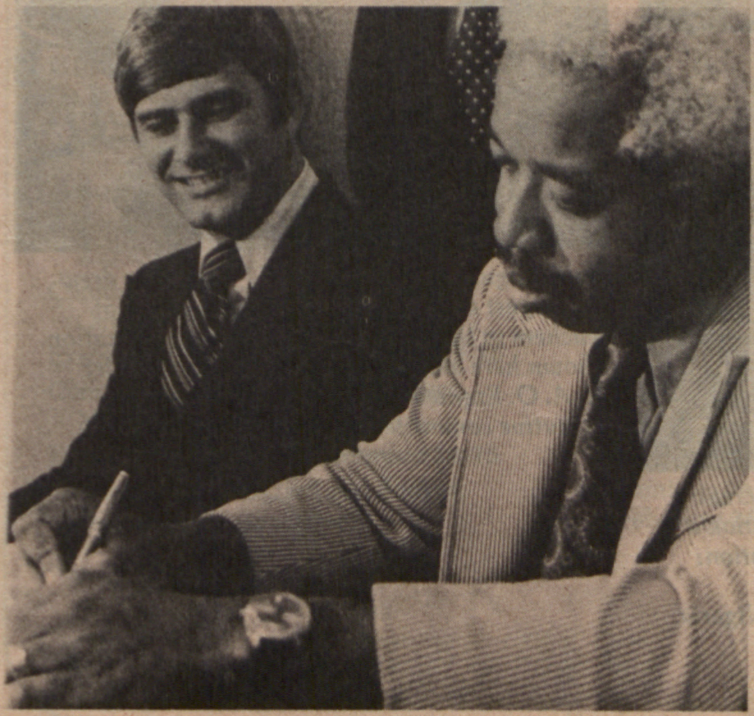
MASSACHUSETTS COLLEGE UNIT BARGAINS STATEWIDE CONTRACT

BOSTON—The Massachusetts Community College Council, an affiliate of NEA and the Massachusetts Teachers Association, has negotiated a three-year master contract that provides an average salary increase of $4,000 over the life of the pact. The NEA/MTA council became bargaining agent for the 1,500 faculty and professional staff at the state's 15 community colleges in a representation election last December.

Under the new contract, full professors get a 5 percent increase as of September 1976, a 2 percent increase in September 1977, and another 2 percent in September 1978. Increases for associate professors are 6 percent, 2 percent, and 2 percent; for assistant professors, 6 percent, 3 percent, and 3 percent; and for instructors, 6 percent, 4 percent, and 4 percent.

In addition, faculty members employed for at least 18 months will receive a salary adjustment on January 1, 1977, and those who demonstrate satisfactory performance will receive professional advancement increments on January 1, 1978, and January 1, 1979.

Other provisions of the new contract guarantee due process through a grievance process ending in binding arbitration; rights to view and copy personnel files; and a broadly based, objective annual evaluation procedure.



Timothy N. Fitzgerald (left), president of the Massachusetts Community College Council, smiles his approval as the chairman of the Massachusetts Board of Regional Community Colleges, Charles C. D. Hamilton, signs the first contract for the state's 1,500 community college faculty members. The three-year pact covers faculty at all 15 community colleges in the state.

Teachers' organizations from 61 countries were represented at the WCOTP Assembly—from Australia, Austria, Bangladesh, Barbados, Brazil, Belize, British Virgin Islands, Brunei, Canada, Costa Rica, Denmark, El Salvador, England and Wales, Fiji, Finland, France, Gambia, Germany (Federal Republic), Ghana, Guyana, Honduras, India, Indonesia, Iran, Ireland, Israel, Ivory Coast, Jamaica, Japan, Kenya, Liberia, Malaysia (West), Mali, Netherlands, New Zealand, Nigeria, Norway, Panama, Papua New Guinea, Paraguay, Philippines, Poland, Republic of China (Taiwan), Republic of Korea, Republic of South Africa, Rhodesia, Scotland, Sierra Leone, Singapore, Spain, Sweden, Switzerland, Thailand, Togo, Trinidad and Tobago, United States of America, Union of Soviet Socialist Republics, Venezuela, West Indies, Western Samoa, and Zaire.

Teachers from 61 Countries "Education for a Global

John M. Thompson, WCOTP Secretary General, introduced the organization's 1977 theme, "Compulsory Education: Social Expectations." The 1977 WCOTP assembly will meet in Nigeria.

Held August 4-11, the WCOTP assembly drew the largest and most representative group of teachers in the history of the world organization. Shown here addressing the assembly is Chief A. A. O. Ezenwa of Nigeria, a new WCOTP executive committee member.

WASHINGTON, D.C.—With NEA as their host, teachers from 61 countries gathered here this summer to work on strategies that can help teachers throughout the world promote understanding among all peoples.

Meeting as the 25th assembly of the World Confederation of Organizations of the Teaching Profession, the delegates discussed and debated "Education for a Global Community." They passed a theme resolution urging teachers around the world to work harder toward "a society in which it is truly possible to eliminate narrow nationalism and live in a community of broad horizons and interdependent international dimensions, without any loss of the fundamental human liberties or the cultural identities of any peoples."

"EDUCATORS A VITAL FORCE"

"With the support of the society and the family, we as educators are a vital force in every society, possessing power and influence of unique scope and potential," the theme resolution states. The resolution goes on to recommend specific actions teachers can take to encourage the concept of a global community in the classroom and the community.

The theme resolution further calls on all teacher organizations to take steps to:

(1) Urge members to accept the principles and responsibilities of education for a global community;

(2) Facilitate the development of members as participatory decision-makers;

(3) Endeavor to maximize the organizations' sphere of educational influence; and

(4) Encourage members to work cooperatively with the trade union movement in whatever ways are considered appropriate.

The theme resolution also makes a series of recommendations on the role of WCOTP in education for a global community. These recommendations urge WCOTP to act through international cooperation, in its educational role, and through the political process.

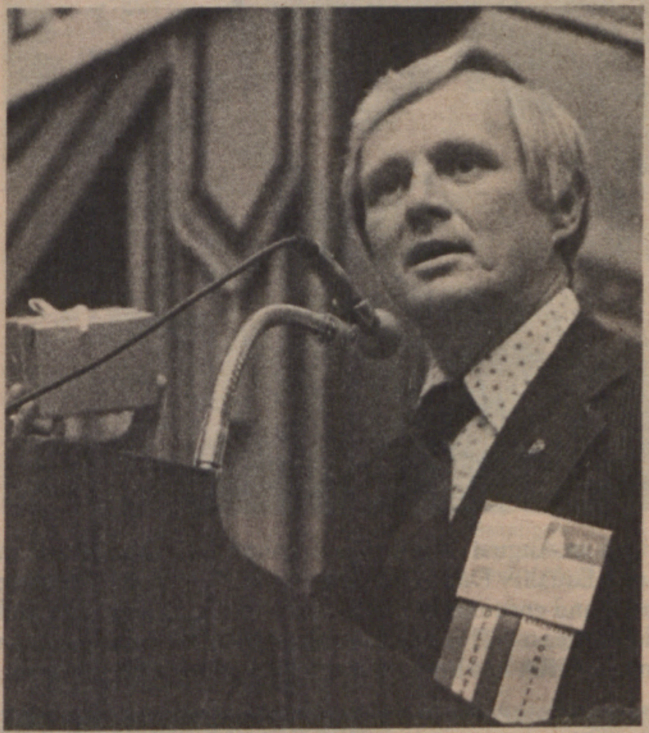
ZIONISM DECRIED

By resolution, the assembly also called for "the immediate abrogation" of the United Nations resolution of last November which equated Zionism with racism. The WCOTP resolution passed without opposition and with only 16 abstentions. The WCOTP teachers expressed their "indignation" at the UN statement "which in formulating a definition of Zionism, equated the struggle of the Jewish people for the respect of their rights as a nation to a form of racism, risking thereby an aggravation of the situation in the Middle East and justifying the continuation of the conflict."

In another resolution, WCOTP directed its executive committee to investigate reports of restrictions on the operation of the UNESCO regional office in Santiago, Chile. If the reports are substantiated, UNESCO is urged to move its regional office. The resolution notes that this practice should also be adopted in comparable cases in other nations.

Set Goals on Community"

Speaking at the National Press Club in Washington, D.C., during the WCOTP meeting, the organization's president spoke of teachers' disillusionment with governments today. "We endeavor to teach our children . . . about the glories of honesty, integrity, democracy, international solidarity, and peace," Wilhelm Ebert told the press club and a radio audience, "but what do we read every time we open a newspaper? Governments and international bodies behave dishonestly, undemocratically, selfishly, and with duplicity and hostility."



"You are us and we are you," NEA President John Ryor told the WCOTP delegates in his welcome to them. "Your presence here from all over the world renews my faith in what we are doing," he said, "and the theme of this assembly—'Education for a Global Community,' points out once again that education must benefit all of us in this world." Reflecting on the American Bicentennial, Ryor said: "Indeed, your ancestors have made us what we are. You have given us your people, your culture, and your traditions. Now we must educate for a global community."

in brief

James Farmer Named CAPE Associate

The Coalition of American Public Employees has named civil rights and labor leader James Farmer as its associate director.

The coalition represents six major public employee organizations, including NEA.

A former assistant secretary of the U.S. Department of Health, Education, and Welfare, Farmer will aid CAPE in developing and supporting legislation, organizing, initiating special projects, and assisting member organizations.

CAPE director Harvey Zorbaugh said that Farmer, who was founder and a former head of the Congress of Racial Equality, is "recognized as one of the greatest organizers and leaders of the civil rights movement. He understands unions through his work as an organizer in the public sector and his work in the private sector. He has had experience dealing with the health industry and the education community. And he has had experience in higher levels of government as HEW assistant secretary. He brings to CAPE all these things plus an awareness of the threat our society now faces through economic policies that foster unemployment.

In addition to NEA, the Coalition of American Public Employees includes the American Federation of State, County, and Municipal Employees, AFL-CIO; the National Treasury Employees Union; the American Nurses' Association; the National Association of Social Workers; and the Physicians National Housestaff Association.

Israeli Leaders at NEA Conference

Yishak Rabin, Israel prime minister, and Abba Eban, former Israel foreign minister, and other Israeli leaders, probably including Golda Meir, former prime minister, will take part in an NEA education conference in Jerusalem December 28-29. Semester hour credit for the conference, "Education for a global community," is available for NEA participants.

The conference is included in a 10-day NEA Educational Travel tour that will also give participants an opportunity to be in Bethlehem for Christmas Eve activities, as well as visit the Holy City and surrounding area during the holiday season.

For information on the conference and tour, write NEA Educational Travel, at NEA Center.

Attention: NEA Life Members

NEA life members are entitled to a copy of the *1976 Proceedings of the Representative Assembly*. The book will be mailed in January to life members who request it.

Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip, and return the mailing label from the front page of this NEA Reporter to NEA Membership Records at NEA Center. This label will be used to process your copy of the *Proceedings*.

Your letter of request—along with the label—must be received no later than November 1, 1976.

Fellowship Deadline December 1

Deadline for applications for 1977 Hilda Maehling Fellowships is December 1. Individual classroom teachers, groups of teachers within the same school system, and local associations may apply.

Fellowship grants are awarded mainly for the potential impact of the proposed project on the association or teachers. Awards may also be granted for professional improvement or development of professional tools and techniques. Individual grants have usually ranged from $500 to $2,500.

For applications and information write to Hilda Maehling Fellowships, at NEA Center.

Recipients, selected by a committee of the NEA Board of Directors, are announced in April.

Calendar: NEA Policy-Making Groups

The following meetings have been scheduled at NEA Center in Washington, D.C., during the period October 1976 through February 1977:

Board of Directors, October 1-3
Committee on Constitution, Bylaws, and Rules, October 21-23
Committee on Program and Budget, October 29-31 (tentative)
Executive Committee, November 15-16
Committee on Program and Budget, November 19-21 (tentative)
Executive Committee, December 14-15
Committee on Program and Budget, December 16 (tentative)
Board of Directors, December 17-19
Executive Committee, January 17-18
Committee on Program and Budget, January 28-30 (tentative)
Executive Committee, February 15-16
Committee on Program and Budget, February 17 (tentative)
Board of Directors, February 18-20
Committee on Program and Budget, February 25-28 (tentative).

Why America Needs National Health Insurance

A STATEMENT BY LEONARD WOODCOCK

You probably have heard or read a good deal about national health insurance. A lot of it, unfortunately, is misleading and confusing.

Let me put the situation to you with this series of facts:

1. We are spending more for health care in the U.S. than any other nation in the world—currently more than $100 billion, or 8.3 percent of our entire Gross National Product.

2. The Congressional Budget Office predicts that total national spending for personal health services will total $142 billion in 1977 and $238 billion in 1981—if there is no major intervention in the health care system before then.

3. The present system provides for unequal distribution of health care. A disproportionate number of the working poor, of blacks, and of people living in rural areas have no insurance protection. Less than 40 percent of the under-65 population with annual income of $3,000 or less has some form of private hospital insurance.

4. Private health insurance pays only one-fourth of all personal health care bills. Medicare, which was supposed to be the answer for older Americans, covers less than half of their bills.

5. The U.S. is falling behind other industrial countries in such health care indices as infant mortality, maternal mortality, and life expectancy.

6. The health care industry suffers from such practices as maldistribution of facilities, overutilization and duplication of services, overcharges, and inefficiency—and no controls whatever exist.

What's to be done?

I am convinced that a national health care policy must be based on these standards:

- That it will not cost the American people any more than they are paying now—for the present inadequate system of health care.
- That it will save money in future years by stopping the present insane inflation of health care costs.
- That it will provide universal coverage with equal benefits for every American—under the Social Security system.
- That it will provide coverage of all services necessary to prevent illness, to treat disease or injury, and to rehabilitate the disabled.
- That it will provide support and incentives to reform the organization and delivery of health services—while improving quality.
- That it will provide for the development of adequate physician and other health manpower facilities.
- That it will not through administrative mechanisms insist on hidden means tests to separate the poor and the working poor from the rest of the population.
- That it will assure meaningful consumer participation at every major level of policy and program development.
- That it will be uniform in concept and simple for all to use.

The only program which meets these criteria—the only program which will do the kind of job necessary—is the Health Security Program.

As embodied in HR 21, the Kennedy-Corman bill, the Health Security Program has been blocked up to now by the Ford Administration and by such opponents as the private insurance companies and those providers of health care who seek to exploit the system for excessive personal gain.

But every poll has demonstrated conclusively that the overwhelming majority of Americans favor a national health insurance program along the lines of Social Security.

I think 1977 will be the year we finally win the Health Security Program, provided we let Congress know of our feelings, and exercise our voting privilege in November.

Woodcock is president of the United Auto Workers. NEA and UAW are both members of the Committee for National Health Insurance, a coalition that includes health professionals, consumer groups, major labor unions, church groups, and senior citizens. Part of the NEA legislative program approved by the Association's Representative Assembly supports federal legislation to provide comprehensive coverage of hospitalization charges, physicians' services and fees, and prescription drug expenses to all persons, regardless of age or income, who are residents or citizens of the United States.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Women and men educators joined an August 28 march in front of the White House in Washington, D.C., in support of Women's Equality Day. Delegates to NEA's Annual Meeting this summer voted support for the march and encouraged "local associations to help plan and build such actions in their local areas." The marchers also called for passage of the Equal Rights Amendment. ERA has been officially backed by NEA for years.

NEA teachers who were delegates and alternates to the Republican National Convention in Kansas City, Missouri, this summer urged the GOP to include passage of the Equal Rights Amendment in its platform. The NEA teacher caucus in Kansas City voted 26 to 5 against an attempt to delete support for ERA from the platform. Also backing ERA at the Republican meeting were Audrey Row Colom (speaking at left), who chairs the National Women's Political Caucus, and Ellie Peterson (talking with NEA President John Ryor in photo at right), co-chair of ERAmerica.

Exciting Christmas Vacations.

Antigua • Honolulu • Nairobi • Moscow • Zurich • London • Cairo

CHRISTMAS IN ANTIGUA-1976 (XAN)

8 Days, 7 Nights
XAN-1 Dec. 23-30, 1976
XAN-2 Dec. 24-31, 1976
$355 from Miami
$399 from Baltimore, Philadelphia, New York, Washington, D.C.
$427 from Boston, Pittsburgh
$482 from Detroit
$526 from Chicago
Plus $59 tax and service
Prices based on GIT airfare: ITANUIT5BW1ITC7
Single Supplement: $92
Triple reduction: $40 per person
Child (2 thru 11) reduction: Available upon request. Varies according to departure city.

HIGHLIGHTS:
Special orientation and local tropical welcome drink; half-day sightseeing including Nelson's Dockyard, a historic British Naval Base, and Fig Tree Drive, a circular drive through lush tropical hills and picturesque fishing villages.

TOUR FEATURES:
- Round-trip transportation via British West Indies Boeing-707 jet and connecting carriers
- 7 nights at the first-class Halcyon Cove Hotel, based on sharing twin-bedded, fully air-conditioned room
- Gratuities for maids
- Price does not include current $3 U.S. Departure Tax and $2.50 Antigua Departure Tax

HONOLULU MALIHINI-1976 (XHM) ONE ISLAND TOUR (Oahu)

Dec. 23-31, 1976
Note: West Coast passengers return home in p.m. on Dec. 30.
$539 from San Francisco, Los Angeles, Portland, Seattle
$572 from Austin, Chicago, Dallas, Des Moines, Milwaukee, Minneapolis/St. Paul, St. Louis
$625 from Cleveland, Columbus, Detroit, Indianapolis, Louisville, Memphis, Mobile
$648 from Atlanta, Buffalo, Charlotte, Jacksonville
$675 from Albany, Baltimore, Boston, Harrisburg, Hartford, New York, Philadelphia, Washington, D.C.
Based on GIT airfare: IT5-NW1-TA-1IDMOD
Open to NEA members, their families and friends
Single Supplement: $165
Triple reduction: $12 per person
Child (2 thru 11) reduction: $100 per child

HIGHLIGHTS:
Flower lei greeting on arrival; Honolulu City/Mt. Tantalus Tour of Oahu; complimentary flight bag.

TOUR FEATURES:
- Round-trip transportation via Northwest Orient Airlines 747 or DC-10 jets, and connecting carriers where necessary
- 7 nights at the deluxe Hyatt Regency Hotel (Waikiki Beach area), based on shared deluxe twin-bedded room

CHRISTMAS EAST AFRICAN SAFARI (XAES)

Dec. 17, 1976-Jan. 1, 1977
$1598 from New York
Based on GIT airfare—IT6KL1373ZZ
Single Supplement: $130 (cannot be guaranteed on safari portion)

HIGHLIGHTS:
A two week photographic safari at the most glorious time of the year in Kenya and Tanzania. The National Parks and game reserves are a fragment of the world before modern man; no description quite prepares the visitor for the impact. It combines the greatest profusion of animal, bird and plant life to be seen anywhere. The NEA safari roams across the countryside seeking elephant, lion, rhino, Cape buffalo and leopard (the big five of East Africa); wildebeeste, zebra, giraffe, topi, hippo, baboons, monkeys, jackal, hyena and cheetah are also abundant. En route from the Serengeti to Ngorongoro, visit Olduvai Gorge, site of the Leakeys' prehistoric finds. Visit also Mayer's Ranch and a Masai village outside Nairobi.

TOUR FEATURES:
- Round-trip jet transportation via KLM Royal Dutch Airlines to Nairobi; transportation on safari portion by mini-bus with photographic hatch.
- First-class hotels or lodges with private bath, twin basis
- 3 meals per day on safari; full American breakfast only in Nairobi; lunch at the Mount Kenya Safari Club (owned by William Holden)
- All service charges, tips and porterage included, except Nairobi Departure Tax (approx. $3) and your personal tip to your driver/guide

RUSSIAN WINTER FESTIVAL (XRF-7)

Dec. 22-31, 1976
$880 from New York, based on group affinity airfare
Single Supplement: $50 if available

HIGHLIGHTS:
A trip to Russia during the winter is a fascinating and unique adventure—an experience you'll cherish for a lifetime. A warm coat, fur-lined boots, gloves and hat are all you need to brave the snowy Russian winter, and the warmheartedness of the Russians will delight you. Among the many things on which Russia prides herself, the theatre stands out as one of the greatest, and you will attend three performances. Russia is also rich in culture, arts, music—all pleasantly interwoven to make your holiday memorable.

TOUR FEATURES:
- Round-trip transportation via Finnair; "Red Arrow" night train between Leningrad and Moscow
- First-class accommodations with private bath, based on twin occupancy
- 3 meals per day while in the Soviet Union; a gala dinner at the famous Arbat Restaurant; dinner and breakfast in Helsinki
- Regular scheduled sightseeing provided by Intourist in Leningrad and Moscow; a troika ride

WINTER WONDERLAND (XWW)

Dec. 23-30, 1976
$454 plus 10% tax and service from New York, based on group affinity airfare
Single Supplement: $48

HIGHLIGHTS:
Zurich, Switzerland offers you many attractions, including the pleasure of strolling along one of Europe's favorite, most fashionable, and best known shopping streets—the Bahnhofstrasse. Zurich's central location makes possible day visits to Bern, Lucerne, Geneva, Grindelwald, Interlaken, St. Moritz and Davos.

TOUR FEATURES:
- Round-trip jet transportation via Swissair 747
- First-class accommodations at the Nova Park Hotel in Zurich
- Continental breakfast daily; special Christmas dinner
- Welcome wine get-together

LEGENDARY LONDON (XLL)

Dec. 26, 1976-Jan. 2, 1977
$389 from New York, based on affinity charter airfare
Single Supplement: $60

HIGHLIGHTS:
Relive the Dickens era. Behold the fascination of Piccadilly Circus, Trafalgar Square, the Mall, and Old Bailey. Experience the charms of Hampton Court, Kew Gardens, Windsor, and many other places that suit your fancy. Within London see the changing of the guard, Buckingham Palace, St. James, Westminster Abbey, Parliament, the Admiralty, and Downing Street. Also enjoy the availability of many fine museums, art galleries, and restaurants.

TOUR FEATURES:
- Round-trip transportation via British Caledonia jet
- First-class hotel, based on twin occupancy
- Continental breakfast daily
- Two London shows
- Half-day city sightseeing tour

SKI SWITZERLAND (XSS)

Dec. 23-30, 1976
$589 from New York, based on group affinity airfare
Single Supplement: $30

HIGHLIGHTS:
Destination INTERLAKEN, one of the most outstanding holiday resorts in Europe, which boasts some fifty cableways and ski lifts, covering nearly 120 miles of downhill runs. Interlaken is 1868 feet above sea level, at the foot of the snowclad Jungfrau, and lies in the immediate vicinity of the 10,000 ft. and 12,000 ft. peaks of the Bernes Alps. Beginners gain confidence under ideal conditions; advanced skiers have the finest peaks in the Alps at their disposal.

TOUR FEATURES:
- Transatlantic transportation via Swissair 747 jet; round-trip transportation from Zurich to Interlaken
- Accommodations at 2-star (standard) hotel, based on twin occupancy, with bath or shower
- Continental breakfast and dinner daily
- Four round-trip second class rail tickets from Interlaken to Lauterbrunnen, where various modes of transportation are available to the ski areas of Wenger, Murren, Kleine Scheidegg and Grindelwald

EGYPT—THE LAND OF THE PHARAOHS (XPT)

Dec. 23, 1976-Jan. 1, 1977
$998 from New York
Based on GIT airfare—IT6AZ1NA8
Single Supplement: $145 if available

HIGHLIGHTS:
From the beginning of time Egypt has held people spellbound by her mysterious, eternal wonders—the romance of the desert nights, the fascination of Cairo's exotic streets, mosques and bazaars. You will be delighted as you visit the Sphinx, the three great Pyramids, and the world-famous Egyptian Museum. On to Luxor to tour the vast complex of temples on the East and West Banks of the Nile. In Aswan you will see one of the greatest engineering feats in the world, the New High Dam. Visit the magnificent temples at Abu Simbel, saved from destruction by the Dam. Join NEA on this unforgettable journey to the Land of the Pharaohs.

TOUR FEATURES:
- Transatlantic transportation via Alitalia 747 jet
- Accommodations at first-class to deluxe hotels with private bath, based on twin occupancy
- Continental breakfast and dinner daily
- All sightseeing with English speaking guide, including admission fees
- Price does not include $3.60 government tax at Abu Simbel

TRANSPORTATION ONLY—CHRISTMAS 1976

XTOP Dec. 21, 1976-Jan. 1, 1977 New York-Paris-New York $359* via Pakistan Airlines B-747 jet

XTOZ Dec. 23-Dec. 30, 1976 New York-Zurich-New York $375 via Swissair B-747 jet

Prices based on group affinity airfares; see General Information.

Fares include $3 U.S. Departure Tax

*Includes $15 weekend surcharge westbound.

UNIFIED LOCAL STATE NATIONAL SPECIAL SERVICES

NEA ...We're listening.

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.

PRICES INCLUDE: Services of a group leader, all transportation, sightseeing, and the number of meals stated in the itinerary, accommodations based on double occupancy of twin-bed room at hotels; airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movements; certain taxes, and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE: Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits, laundry or other personal expenses; accident and baggage insurance, excess baggage charges; certain taxes.

HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

BAGGAGE: Porterage of one medium-sized suitcase (two for Hawaii tours) per tour member is included in the price. Baggage allowance is 44 pounds on international tourist and economy-class service.

ELIGIBILITY: *Affinity Charter Airfares:* Tour coded XLL is based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA except as described above are ineligible.

ELIGIBILITY: *Affinity Group Airfares:* Tours/flights described as "based on affinity group airfare" are based on group rate airfares available to 40 or more persons who travel together on all flights and who have been members of the NEA for more than six months prior to departure date. Members of the immediate family (spouse, dependent children and parents who reside at the member's home address) may be included at the lower group rate. Exception: Friends and relatives who are not members of the "immediate family" described above and who do not qualify for the lower NEA affinity group airfare may participate by paying an additional airfare.

ELIGIBILITY: *GIT Fare Tours:* Tours with prices described as "Based on GIT Airfare" are based on use of the group inclusive tour basing airfare which is available to 10 or more persons traveling together throughout. GIT fare tours are open to NEA members, their relatives and friends.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel, regardless of reason. In addition to the nonrefundable $25 cancellation fee, certain penalties may apply due to nonrefundable advance payments of commitments made to airlines, hotels, tour operators, etc., as follows: On affinity charter tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $25 fee, only if an eligible replacement is provided by the cancelling party; on GIT tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations; on group affinity tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline. On all Hawaii tours a $100 penalty per person will be assessed for cancellations received 35-16 days before departure unless a replacement is found; for cancellations received 15 days or less before departure a $100 penalty per person will be assessed, with or without a substitute.

AFFINITY CHARTER AIRFARES: Air/Land Cost Data

CODE	AIRLINE	TYPE	CAPACITY	AIRFARE	LAND COST	TOTAL COST
XLL	BR. CAL.	B707	188	$203.50	$185.50	$389.00

The airfare portion of affinity charters is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity. There is no administrative fee in the airfare portion on the part of the charterer.

The following Christmas Travel programs are also available:
- Hawaiian Kalikimaka
- Christmas in Peru
- Christmas in the Holy Land
- Moroccan Holiday
- Vienna at Yuletide
- Christmas in Nassau

For information on these or any other Educational Travel programs, refer to the September 1976 NEA REPORTER or write to: NEA Educational Travel, Room 402E, 1201 16th Street N.W., Washington, D.C. 20036.

APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL

Send application and deposit to: **NEA Educational Travel — Room 402E, 1201 16th Street, N.W., Washington, D.C. 20036**

Deposit of $100 per person is required for all tours.
Make check payable to NEA Educational Travel.
There is a $25 per person cancellation fee on all reservations cancelled.

Please reserve ______ spaces on ______________ *(tour/flight code)*

departing on ____________ *(date)* from ______________ *(city)*

Deposit of $ ________ is enclosed. Seating Preference ☐ Smoking ☐ Non-smoking

Name ______________________________
(Give names and addresses of additional persons on a separate sheet)

Address ______________________________

City ____________ State ____________ Zip ________

Home Telephone ____________ Business Telephone ____________ Age ______

R 10-76

The Association that protects teachers' rights also has plans to protect your...

Home...

Flexible Inflation-Protected Homeowners and Renters Insurance.

Educators enjoy varied lifestyles. Regardless of whether you own your dwelling or rent it, chances are inflation has increased the value of your assets at an astounding rate. And it is quite possible that your insurance no longer provides adequate coverage for all your valued property and possessions.

That's why your Association, through Horace Mann Insurance Company, offers a variety of property and casualty plans tailored to your special lifestyle and your needs as a teacher, often with greater coverage and at a lower cost than your present insurance.

Below are just a few of the reasons thousands of Unified Members protect their dwellings and property with the Association-sponsored plan.

Personal Liability
Protects you against claims arising from accidents occurring on your premises for which you are liable. You're protected off the premises, too. *

Special Educational Coverage
Protection for personal property used at another location for educational purposes.

Unscheduled Personal Property Coverage
This protects furniture, clothing, appliances and other personal contents of your dwelling against practically any loss. Each policy lists the specifics.

Medical Payments to Others
Provides coverage for medical expenses of others hurt on your insured property.

Flexible Options
Offers ways to expand your coverage to include financial loss due to theft of large amounts of cash, your golfing, musical or photographic equipment, your recreational watercraft, your jewelry and much, much more.

Special Inflation-Guard Feature
This special feature assures adequate coverage of your property despite escalating inflation. In most states, you can arrange for automatic yearly increases in dwelling coverage based on local inflation figures to allow for increasing replacement costs. Horace Mann can also help you determine if your present coverage is still adequate in view of the present value of your property.

* Policy differences in District of Columbia, North Carolina, Texas and Vermont. Not presently available in Hawaii.

Retirement...

Tax Deferred Annuity Program Enables You To Save Money, Cut Current Taxes And Provide For Retirement.

The Internal Revenue Service authorizes special tax treatment for teachers enrolled in a tax deferred annuity program. Your Association's United Teaching Profession Fixed Annuity Program, underwritten by the Horace Mann Life Insurance Company, is an ideal way to take advantage of this privilege.

Thousands of Unified Members have found the UTP Program a convenient way to save on a regular basis, reduce their income taxes and accumulate funds for a financially secure retirement. Contributions to the Fixed Annuity Program and the interest earned are not subject to current income tax. Instead, taxes are deferred until money is withdrawn, usually at retirement when income is lower and subject to lower taxes.

The UTP Program, developed by Horace Mann Life Insurance Company, offers features that create a tax deferred annuity which fulfills long range retirement needs. Among these features are:

High guaranteed interest rate
Low sales load
High annuity factors
Guaranteed lifetime income

Excess interest that is earned can increase your monthly income substantially. (Excess interest is based on current rates and is not guaranteed.)

How you'll save with the UTP Program

The chart illustrates how much you can accumulate over the years through the Fixed Annuity Program with monthly contributions of $125 and $200.

Remember, this amount is exempt from current income taxes.

For example, the teacher, age 45, who made deposits of $125 a month ($1500 annually) for 20 years until retirement, would accumulate $66,930, at the current rate[1]. With current annuity factors this would provide him with a guaranteed lifetime income[2] of $514 a month, at age 65.

Find out today how the UTP Fixed Annuity Program can help you cut income taxes while saving money in an attractive investment program for retirement.

[1]The current effective annual rate, including excess interest. Excess interest is not guaranteed.
[2]The current male 10-year certain and life guarantee.

	$125 PER MONTH TAX DEFERRED		$200 PER MONTH TAX DEFERRED	
POLICY YEAR	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*
10	$17,815	$21,340	$28,755	$34,450
15	$29,807	$39,930	$47,998	$64,335
20	$44,398	$66,930	$71,410	$107,740
25	$62,150	$106,150	$99,894	$170,780
30	$83,749	$163,100	$134,550	$262,340

*Based on current excess interest rate. Not guaranteed.

Not presently available in Connecticut, Hawaii, New Jersey, New York, Pennsylvania and Puerto Rico.

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☐ **Homeowners Insurance Plans**
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☐ **Please have a Horace Mann representative contact me.**

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Circulation
This Issue: 1,923,256
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nea reporter

Published by
National Education Association
Washington, D.C.

In storefront campaign headquarters, in education association offices, in their homes, NEA teacher-volunteers by the thousands became part-time politicians this fall.

Telephoning, organizing volunteers, polling, handing out leaflets, they worked in every state to help elect women and men, Democrats and Republicans, endorsed by NEA's Political Action Committee and by their state political action arms.

Association-endorsed candidates for federal office totaled 347—25 candidates for the U.S. Senate, 320 for the House of Representatives, plus Jimmy Carter and Walter Mondale for President and Vice-President. Teacher-politicians are backing these candidates because of their support for such NEA goals as one-third federal funding of public education, collective bargaining rights for teachers and other public employees, a Cabinet-level Department of Education, mobile retirement rights for teachers, and national health insurance for all.

Teachers around the nation gave dollars to NEA-PAC, which spent $630,000 for campaign contributions in 1976 to selected House and Senate races and for contributions to various committees and functions of the Democratic and Republican parties.

Stories about these teacher-politicians appear in this issue of the Reporter. Highlighted are their efforts in Arizona, Connecticut, Illinois, Iowa, Pennsylvania, Rhode Island, Tennessee, Utah, and Washington.

ALSO IN THIS ISSUE

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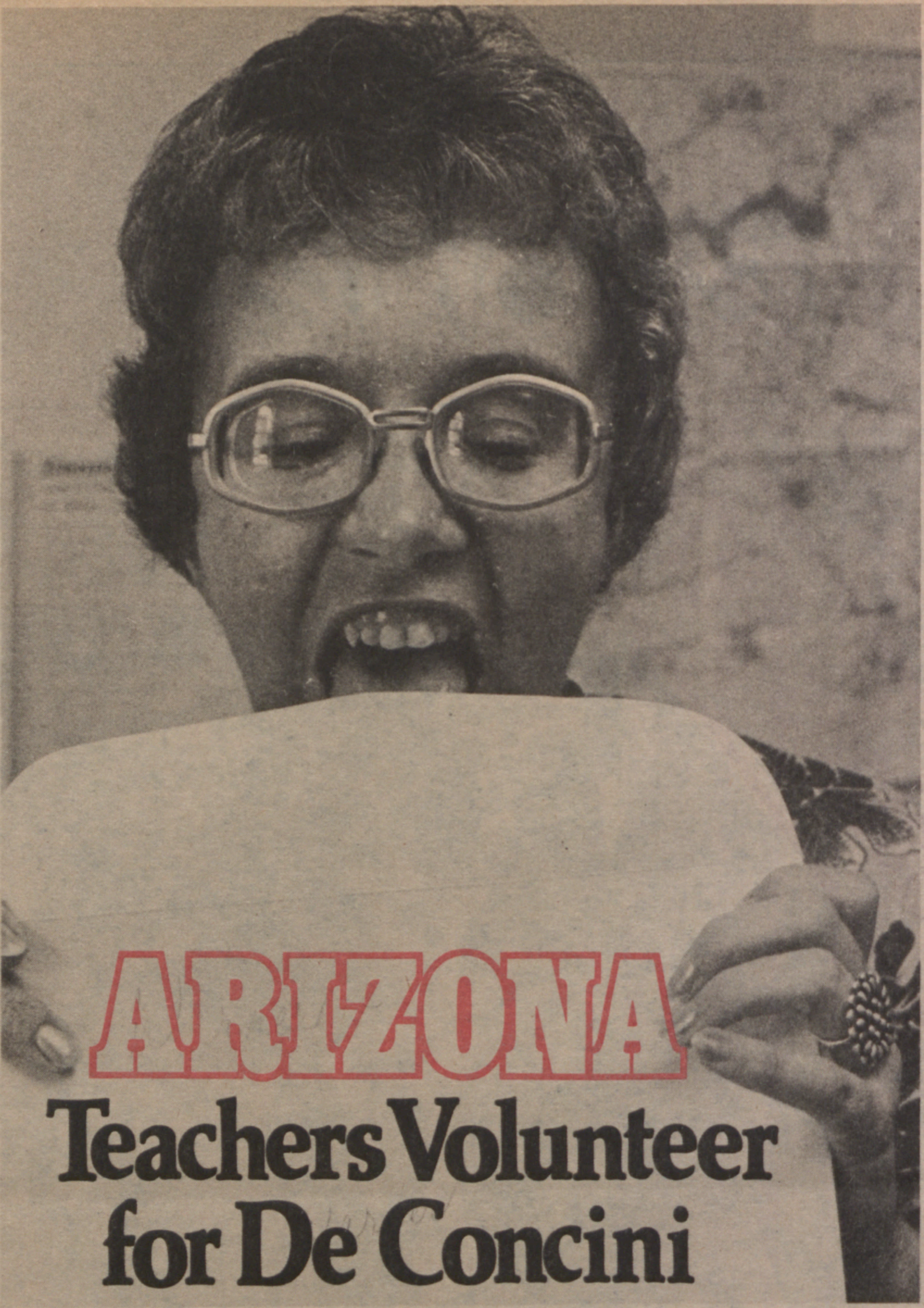

ARIZONA
Teachers Volunteer for De Concini

DeConcini volunteer Mickey Shoemaker demonstrates what it's like to be a worker in a political campaign. Licking envelopes is only part of the multiple duties teacher-volunteers perform.

John Mulkey, DeConcini teacher coordinator, and Sue Fossum campaign door-to-door. Above, they call on a resident and distribute campaign material.

PHOENIX, ARIZONA—"Teachers played an important role in my primary victory in delivering votes and giving my campaign credibility," Dennis DeConcini, Democratic candidate for the U.S. Senate from Arizona, told the NEA Reporter here last month.

DeConcini, in a meeting with teacher-volunteers who are members of the Arizona Education Association, was referring to the September primary contest in which he won by nearly 50,000 votes.

A former Pima County (Tucson) attorney, DeConcini echoed the comments of other successful candidates who have praised teachers for their perseverance as volunteer workers. "Our experience has been when teachers say they are going to do something, they do it. That doesn't always happen with all volunteers," explained DeConcini.

What's more, added the candidate, teachers do everything well: the door-to-door canvass, phone banks, leaflet drop, registration, and finally get out the vote.

Teacher-volunteers flash bumper stickers in preparation for campaign drive. Candidate DeConcini, in light suit, is at rear.

nea reporter

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John Ryor
President

Terry E. Herndon
Executive Director

Susan Lowell
Publisher

Marshall O. Donley, Jr.
Editor

Sal Streett
Assistant Editor

Dorothy K. Pierce
Assistant to the Editor

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Design by **William J. Kircher & Associates.** Photo credits: page 1, **Joe Di Dio**; page 2, **Roger Buchanan**; page 3, **Dave Kadleck** (top), **Joe Di Dio** (middle), **Paul Sequeira** (bottom); page 4, **Paul D. Knapp** (top), **Greg Davis** (bottom); page 5, **Paul D. Knapp**; page 6, **John Mrozek** (top), **Bruce McKim** (bottom); page 7, **Joe Di Dio** (top); page 8, **Roy Des Ruisseaux**; page 12, **John M. Bisinger** (top), **Roy Des Ruisseaux** (bottom).

UTAH
Teachers Applaud Carter

Following his speech in Utah, Carter plunges into the crowd to shake the hands of well-wishing teachers.

SALT LAKE CITY, UTAH—Jimmy Carter told teachers here that a closer correlation between schools and the job market is required to help solve what he described as the worst unemployment record in the industrialized world.

The Democratic presidential nominee spoke to an October general session of the Utah Education Association's annual convention. Observers said it was the largest political assemblage ever held in Utah. More than 12,000 teachers and other persons—the meeting was open to the general public—packed the Salt Palace.

The Democratic nominee said the solution to many of the nation's ills, including unemployment, depends to a large degree on the success of teachers reaching out to students as individuals and bringing out the best in them.

Carter praised teachers for their leadership in civil rights. He recalled that one of the nation's toughest problems—integration—was solved not by the churches or the business community, but by educators.

NEA President John Ryor spoke to Utah teachers the same day Jimmy Carter did. Believing that the needs of education must be made a national priority, Ryor is responding directly to every NEA teacher who takes part in a nationwide Member-Contact Program in support of Carter-Mondale.

"The nation's political system works for those who make it work. We've tried the Ivory Tower approach—you stay in your classroom and keep your mouth shut—and it didn't work."
—NEA President John Ryor, in a keynote address to Utah teachers.

CHICAGO
Suburban Teachers Work for Clancy

"I believe teachers have not only a right but a responsibility to become involved in politics. Teachers should remember that they are role models for their pupils. They set examples about participation in the political processes of our country."

—Candidate Marilyn D. Clancy (Democrat-Illinois).

MELROSE PARK, ILLINOIS—Democrat Marilyn D. Clancy is the teacher-endorsed candidate in this suburban Chicago district, a collection of middle-income towns with a substantial retired population and a Republican incumbent.

A former teacher who has four children in the district's public schools, Dee Clancy is a strong believer in quality education. "A child's quality of his or her education should not be dependent on the richness or poorness of his or her tax district," says Clancy. "I believe we must increase our federal commitment to education funds—it is logical to look to federal taxes as a source of revenue."

Clancy also understands the need for collective bargaining for teachers: "I support that position very strongly. I happen to be married to a person who has been involved in the trade union movement since 1947. His union's ability to bargain collectively has provided a very good standard of living for our family."

Teachers have been doing everything for her in the campaign, Clancy says. "Pick a campaign task and there will be some teachers involved in it."

IOWA Teachers Put

"I think the majority of teachers have come to the realization that they have got to become involved politically because nobody else is going to do it for them," says Rep. Edward Mezvinsky, teacher-endorsed incumbent candidate for Congress from Iowa's first district.

MEMPHIS
Teachers Back a Ford (not Jerry)

MEMPHIS, TENN.—Congressman Harold E. Ford, a first-term Democrat, represents Tennessee's Eighth Congressional District (Memphis). In 1974, at the age of 29, he became the first black from Tennessee to be elected to Congress. He defeated Republican incumbent Dan Kuykendall by 744 votes in a contest in which more than 130,000 votes were cast and in a district which was majority white.

Representative Ford began a dialogue with teachers in 1971 while he was a member of the Tennessee legislature. It was a time when "teachers in Tennessee were not as organized and politically active as they are now," he said.

But, he added, in 1974, members of the Memphis Education Association "beat their brains out" working in his campaign. He said teachers' efforts "probably made the difference between a slim victory and what could have been a very disappointing defeat."

Ford said teachers have been "the most concerned, the most committed, the most dedicated group in my campaign. They have taken the lead in providing organizational help, setting up phone banks, raising money, and giving assistance wherever needed."

"Teachers have been the most concerned, the most committed, the most dedicated group in my campaign."

—Rep. Harold E. Ford (Democrat from Tennessee)

Rep. Harold Ford *(center)* gathers ideas from some of the Memphis teachers who are endorsing him.

Muscle in Mezvinsky Race

IOWA CITY, IOWA—U.S. Rep. Edward Mezvinsky, boyish-looking, 38-year-old former state legislator from Ames, has forged an impressive record of commitment for teacher concerns during his two successive terms in the U.S. House of Representatives.

Endorsed by NEA-PAC and IPACE, he is also loyally supported by individual Iowa teachers who exercised their political muscle on Mezvinsky's behalf throughout the 1st district.

Mezvinsky was interviewed by the NEA REPORTER between speaking engagements traveling from Iowa City to Davenport, where he was greeted on arrival by Davenport teachers.

REPORTER: Congressman Mezvinsky, I understand you have been investigating the U.S. Department of Health, Education, and Welfare. NEA believes very strongly in creating a separate cabinet post for education. Do you favor such a move?

MEZVINSKY: Yes. I support the establishment of a separate Department of Education. It was a mistake to bring all this under one umbrella, and I think education is the real loser under this arrangement. Philosophically, I've always felt justified in separating education out, and now that I take a close look at HEW, which is all wrapped up with Medicaid fraud and Medicare fraud, I can see how education can be shortchanged as far as just the attention span of the Secretary of HEW. When he's all absorbed in taking care of Medicare and Medicaid fraud cases, there's no way in the world he can focus attention on the needs of education.

REPORTER: Inadequate school funding is probably at the root of many of the problems in education today. NEA has as its top legislative priority one-third federal funding of public schools. Do you support this goal?

MEZVINSKY: Yes, I support one-third federal funding, and the reason is, here you have a state like Iowa where the greatest reliance is on the property tax. Well, nobody wants to raise their property taxes, so consequently you don't get the resources needed in terms of education. To me the most regressive tax is the property tax, and to me it only makes sense to bring more of our tax dollars back home. And so I think the one-third proposal is a very rational and sound one.

REPORTER: As I travel across the country interviewing teacher-supported candidates, I have found no other Congressman with such a personal commitment from individual teachers. To what factors do you attribute such loyal support?

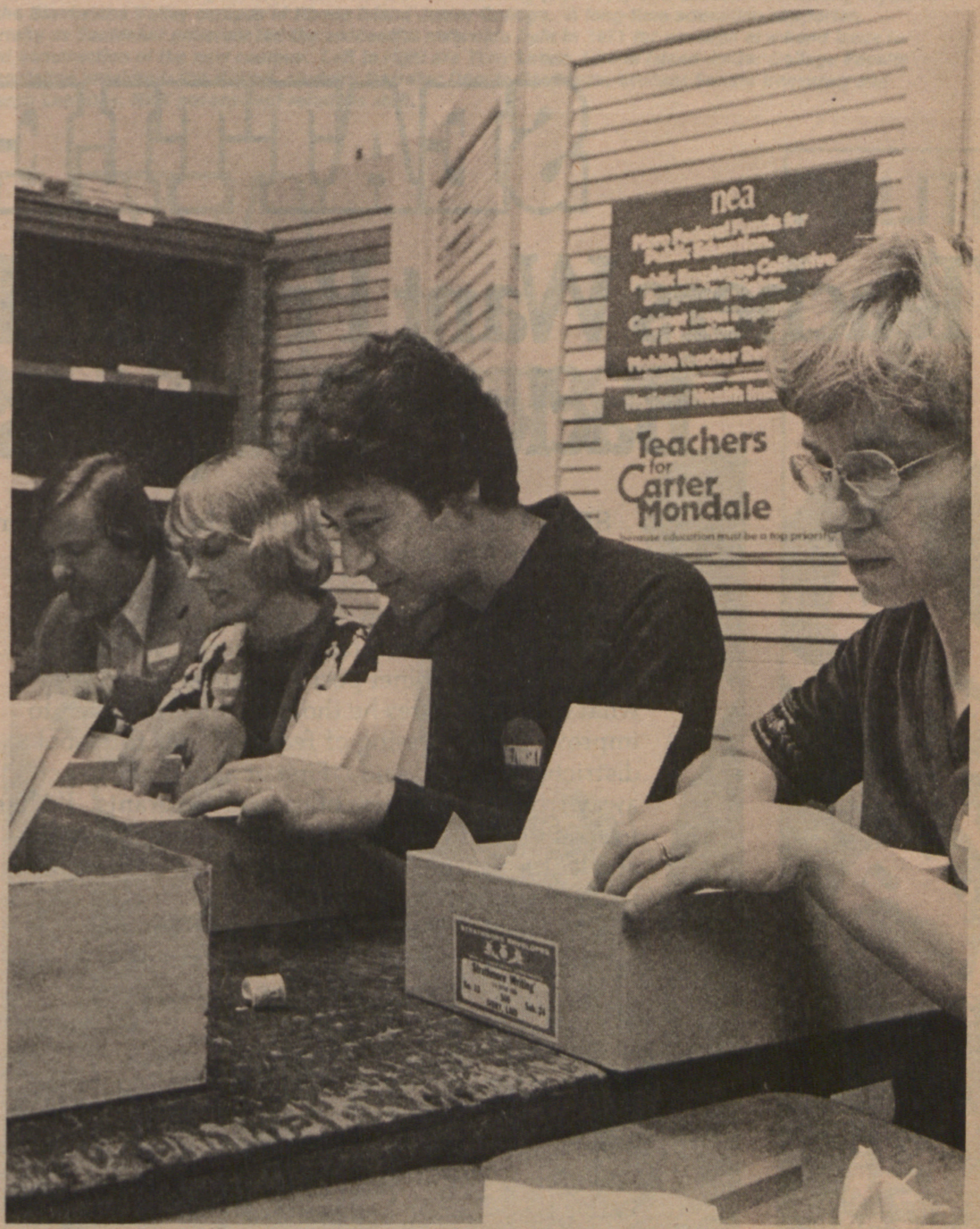
MEZVINSKY: I think the reason is I've really tried to listen to the concerns of education and what the teachers are up against. Knowing full well that they've been breaking new ground here in terms of getting involved in political campaigns, in terms of the collective bargaining law, which is absolutely essential in terms of their being able to present their case in a manner that is not only constructive, but also effective.

I think the reason I've been successful is because I've been battling for causes that they've been battling for, and we've been able together to see the fruits of our labors. I think there's a feeling of real hope that shows that if you're really politically involved in a campaign, you can really make a difference. It is evidenced here in this district, in my campaign, that the teachers have made a tremendous difference. So when I was asked by NEA-PAC and IPACE whether I wanted the teachers' endorsement, I said, not only do I want it, but I think it's critical in terms of credibility for my campaign and more importantly in terms of the kinds of successes that we've enjoyed.

REPORTER: What is your reaction to NEA's stepped-up political activism?

MEZVINSKY: I think it's really healthy; I only wish that NEA could have moved sooner in the political process. I know some people are saying that teachers should stay out of the elections, they should be nonpartisan, they shouldn't endorse a Presidential candidate. But regardless of this type of criticism, I think the majority of teachers have come to the realization that they have to get involved politically because nobody else is going to do it for them.

This election year will be the testing ground; the watershed year for groups like the NEA. If it develops and works out, the NEA will be even more of a potent force to reckon with and will hold members of Congress and the White House more accountable, which is really the thrust of it all.



Iowa teacher-volunteers for Mezvinsky work after school hours in Mezvinsky's campaign headquarters in Cedar Rapids.

CONNECTICUT

Teachers Support Senator Weicker

NEA's Political Action Committee and C-PAC, the political action arm of the Connecticut Education Association, have both endorsed Republican Sen. Lowell Weicker for re-election. Above, the senator (tall man at right) talks about his campaign with Morris Nirenstein (right), who chairs C-PAC; Thomas Horan (left), C-PAC member; and Joseph Letorney, NEA government relations staff member.

"I cherish the endorsements of the NEA and Connecticut Education Association. Through years of political life I have tried to fight for better education as the surest guarantee of a better America in the decades to come. Surprisingly, that can be a lonely fight.

"My sincere thanks to the NEA and CEA for years of supporting first-class education for all American children. Thanks for your help in keeping me a part of that fight for six more years."

—Sen. Lowell Weicker (Republican of Connecticut) responds to his endorsement by NEA and CEA.

SEATTLE

Teachers Want Pritchard Back in Congress

SEATTLE—U.S. Rep. Joel Pritchard, Washington state's lone Republican Congressman, has been endorsed by the political action arm of the Washington Education Association and NEA-PAC.

Pritchard wholeheartedly supports NEA's push for a separate Cabinet post for education. Asked what other measures he thought could be taken to improve the processing of federal funds to school districts, Pritchard said, "First of all, I'd like to get away from this business of categorical grants. I'd like to send the Seattle school district x number of dollars and let the Seattle schools make the decision on how to use the money."

On NEA's goal of one-third federal funding for schools, Pritchard agreed with the concept. "I think your goal of one-third financing is a fine thing," he said, "but I don't currently know where the money is going to come from."

Commenting on teacher strikes, the Republican Congressman said, "I think there are public employees who shouldn't strike, such as police, fire, and groups like that. But I don't think teachers are in this classification. I don't see strikes as victories, however. I just think there's been a failure somewhere in the collective bargaining process."

Republican Congressman Joel Pritchard, of Washington State, relaxes following a day of meetings with teachers in Seattle.

RHODE ISLAND

Faculty Backs Pro-Education Candidates

PROVIDENCE, R.I.—Political involvement is a fact of life for members of the Rhode Island Junior College Faculty Association, who this fall have contributed their campaign skills and financial support to several state races.

Candidates benefiting from RIJC faculty endorsements include a would-be state attorney general who as a legislator wrote the Rhode Island public employee bargaining bill, and a gubernatorial hopeful who as state senator and lieutenant governor has been a long-time friend and supporter of public higher education.

"In a small state like ours you're either active politically or you don't survive," explains RIJC association president Tony Leone, a professor of foreign languages and psychology who is also a registered lobbyist in the state legislature.

Rhode Island Democratic gubernatorial candidate Joe Garrahy (center) greets student and faculty supporters at the Blackstone Valley campus of Rhode Island Junior College. A long-time education supporter, Garrahy as lieutenant governor led the successful statewide fight in 1971 for passage of a bond issue to fund construction of the new campus. Left to right are Tony Leone, Rhode Island Junior College Faculty Association president; Pat Burrell, student; Garrahy; Dennis Costineau, Student Senate treasurer; and Joseph Letorney, NEA government relations staff.

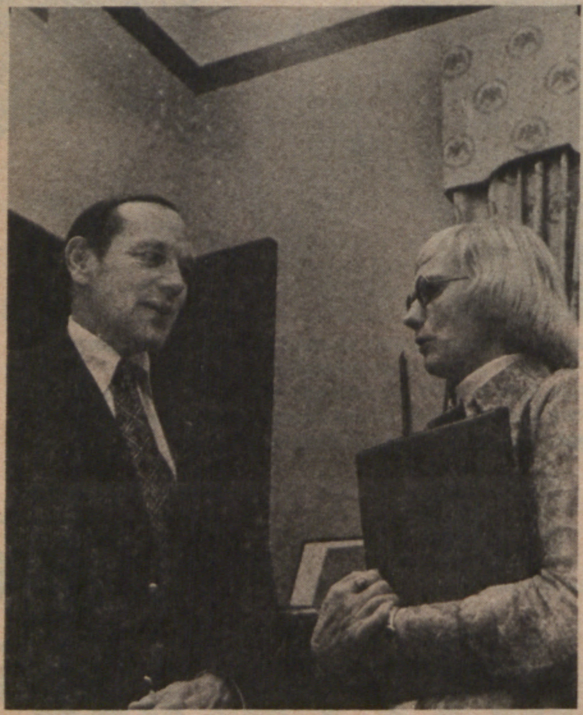
PENNSYLVANIA

Republican Teachers Back a Special Democrat - Former PSEA and NEA President Helen Wise

Helen Wise (at left in photo at right), former president of the Pennsylvania State Education Association and of NEA, ran this fall as the Democratic candidate for the Pennsylvania General Assembly from the 77th District. In the photo, she talks with two teachers from the State College area—both registered Republicans—who support her. Kindergarten team leader Patricia J. Larchuk said she is backing Helen Wise "because she qualifies as an educator and, having been president of PSEA and NEA, also understands the problems in the administrative field." Joseph B. Filko, 12th grade teacher, said: "I know that Helen has demonstrated time and again a tremendous capacity for leadership and a drive for excellence. I know that Helen will fairly represent her constituents in the 77th District. I am honored to support her candidacy for the Pennsylvania General Assembly."

NEA ON CAPITOL HILL

Association Lobbyists Win Labor-HEW Battle



Cincinnati Teachers Association President Ruth Clephane confers with Sen. Robert Taft, Jr. (R-Ohio), as Congress prepares to override President Ford's veto of the fiscal 1977 Labor-HEW appropriations bill. Taft made a special trip from Ohio to support the NEA position in the successful effort to enact the bill over Administration objections. As a result of this victory, Cincinnati schools got more than $800,000 in federal assistance for the current school year, including about $600,000 in impact aid.

On September 30 Congress overrode President Ford's veto of the $56.6 billion Labor-HEW Appropriations Bill (HR 14232) for fiscal year 1977. NEA's drive to generate support for the measure was capped by one of the most intense sweeps ever seen on Capitol Hill. Bag and baggage were moved to a hotel adjacent to the Hill as the lobbyists attempted to make the most of the few short hours between the veto and the override veto. The two-thirds needed to override was reached when the House voted 312 to 93 for the measure, the Senate 67 to 15. President Ford's veto of the fiscal 1976 education money measure last year was also overridden after a massive NEA campaign.

"For the second time in two years, the needs of schools and children have been ignored by President Ford in the name of fiscal expediency," said NEA President John Ryor. "And, like last year, we have seen demonstrated the crucial importance of a pro-education Congress in gaining federal education dollars for schools despite vetoes. However, the fact is that supporters of education who see schools shortchanged again and again should not have to scramble every year just to stay even. Never has there been a more dramatic illustration of why NEA has for the first time endorsed a candidate for President. Friends in Congress are not enough. We must have a team in the White House which is committed to making education a top national priority, and that team is Gov. Jimmy Carter and Sen. Walter Mondale."

The appropriations bill includes nearly $6 billion for elementary and secondary education. Programs funded by the measure include: Title I aid to disadvantaged children, $2.28 billion; emergency school aid for desegregating districts, $274 million; bilingual education, $115 million; impact aid, $768 million; education for the handicapped, nearly $468 million; special projects such as women's educational equity, metric consumer, and career education, $47.5 million; environmental education, $3.5 million; Right to Read, $26 million; and adult and vocational education, $930 million.

Sustained Lob for Vocational

WASHINGTON, D.C.—More than two years of sustained effort by NEA and its affiliates paid off in the final hours of the 94th Congress with passage of an omnibus bill extending and improving all major federal programs in vocational and higher education.

The bill, S 2657, authorizes about $18 billion to extend higher education programs for another three years, vocational education another six years, and research and development by the National Institute of Education for three years.

In keeping with policies adopted by its Representative Assembly, NEA zeroed in on greater involvement of teachers, administrators, school boards, and postsecondary institutions—people who carry out local programs—in developing state plans for vocational education. NEA brought together, for the first time, interest groups in higher and vocational education to work for legislation that will lead to the establishment of better coordinated vocational and adult education programs.

The vocational section of the omnibus bill expands federal assistance, authorizing appropriations of $880 million in the current fiscal year, increasing to $1.48 billion annually by 1982. The measure continues and expands opportunities for disadvantaged and handicapped students, for the non-English speaking, and for high school dropouts and the noncollege-bound. It provides graduate training opportunities for teachers who wish to become certified in vocational education, and authorizes states to use part of their basic grants for pre- and in-service training.

The measure also requires states to develop policies designed to reduce sex stereotyping in homemaking and vocational educational courses, and to broaden the scope of homemaking and consumer courses to reduce sex stereotyping.

A major segment of the higher education program covers individual student aid, raising from $1,400 to $1,800 the maximum amount for basic opportunity grants for needy college students. And, under the college insured-loan program, loans will be available to families with incomes up to $25,000 rather than $15,000.

NEA scored a significant victory in the authorization of funds for teacher centers. Although there have been operations in the past that HEW called teacher centers, NEA members and lobbyists argued that they have really been little more than opportunities for private firms to sell their wares or run by higher education institutions as little more than extensions of their preservice programs.

NEA argued that the true purpose of a teacher center is to serve teachers at the grassroots level, providing practical and realistic in-service training. Resources should be available to enable teachers to evaluate education needs in their own communities, call in consultants if necessary to help develop programs, and receive the necessary training to carry out those programs effectively.

The omnibus higher education bill provides that at least ten percent of the $75 million annual authorization for a group of teacher training and retraining programs be made available for teacher centers. Such centers would operate under the supervision of policy boards, the majority membership of which would consist of teachers in all

bying Pays Off & Higher Education

disciplines, including vocational and special education.

OTHER PROGRAMS

Of critical importance to teachers was an unemployment compensation bill, HR 10210, which extends permanent, mandatory coverage to state and local public employees, beginning January 1, 1978. The emergency Special Unemployment Assistance program, which currently protects such employees, is extended through December 1977 to provide a transition to permanent coverage.

The copyright revision bill, S 22, permits limited duplication of copyright materials for teaching and research purposes, and places the burden of proving infringement of copyright on the copyright holder. NEA has been lobbying for such provisions for more than a decade.

Congress also approved a $3.8 billion appropriation for the Public Works Employment program, HR 15194, providing funds for public works, including school construction, and countercyclical aid for hiring personnel to maintain existing educational and other publicly financed programs.

HOW EDUCATION FARED IN THE 94TH CONGRESS

LEGISLATION	STATUS
APPROPRIATIONS	
FY (Fiscal Year) 75 Supplemental (HR 5899) Provides $5 billion for emergency unemployment compensation and support for educational programs not previously funded.	PL 94-32 Signed 6/12/75
FY 76 Education Division (HR 5901) Provides FY 76 funding of $7.5 billion for programs operated by HEW Education Division; includes some advance funding for FY 77.	PL 94-94 Veto overridden 9/10/75
FY 76 First Supplemental (HR 10647) Provides $10.3 billion, including $2.65 billion for school lunch and milk, and $64 million for new educational programs.	PL 94-157 Signed 12/18/75
FY 76 Interior Dept.—Indian Education (HR 8773) Provides $57.1 million for education programs administered by U.S. Office of Education.	PL 94-165 Signed 12/23/75
FY 76 Regular Labor-HEW (HR 8069) Provides $479 million for HEW education programs not operated by the Education Division (including Headstart and child abuse and neglect programs).	PL 94-206 Veto overridden 1/28/76
FY 76 Second Supplemental (HR 13172) Provides $791 million for Basic Opportunity Grants, $90 million for educating the handicapped, and $663 million for child nutrition programs.	PL 94-303 Signed 6/1/76
FY 77 Agriculture Dept.—Child Nutrition (HR 14237) Provides $2.83 billion for child nutrition programs including school lunch and milk.	PL 94-351 Signed 7/12/76
FY 77 Interior Dept.—Indian Education (HR 14239) Provides $44.9 million for programs operated by U.S. Office of Education.	PL 94-373 Signed 7/31/76
FY 77 Regular Labor-HEW (HR 14232) Provides approximately $6 billion for all Education Division programs except those not yet authorized.	PL 94-439 Veto overridden 9/30/76
FY 77 Continuing Resolution (H J Res 1105) Provides funding at FY 76 levels for ongoing educational programs not covered in Labor-HEW bill.	PL 94-473 Signed 10/11/76
FY 77 Public Works Employment (HR 15194) Provides $3.8 billion to carry out public construction and maintain publicly financed programs.	PL 94-447 Signed 10/1/76
BUDGET CONTROL	
First Concurrent Resolution—FY 76 (H Con Res 218) Sets preliminary budget ceilings for education and other federally funded programs.	Approved 5/14/75
Second Concurrent Resolution—FY 76 (H Con Res 466) Sets firm budget ceilings for all federal appropriations for the fiscal year beginning 10/1/75.	Approved 12/11/75
First Concurrent Resolution—FY 77 (H Con Res 611) Sets preliminary budget ceilings for education and other federally funded programs.	Approved 5/13/76
Second Concurrent Resolution—FY 77 (H Con Res 728) Sets firm budget ceilings for all federal appropriations for the fiscal year beginning 10/1/76.	Approved 9/16/76
AUTHORIZATIONS	
Emergency Summer Feeding (S 1310) Allows continuation of food programs in summer day camps and recreation centers through 9/30/75.	PL 94-20 Signed 5/2/75
Voting Rights Extension (HR 6219) Extends 1965 act, makes permanent the ban on literacy tests, and protects minority voting rights.	PL 94-73 Signed 8/6/75
School Lunch Amendments (HR 4222) Extends and expands existing school food programs, increasing federal subsidy for child nutrition and broadening eligibility for free or reduced priced meals.	PL 94-105 Veto overridden 10/7/75
Education of the Handicapped (S 6) Comprehensive bill to provide financial aid to states to provide a free, appropriate public education to all handicapped children and youth.	PL 94-142 Signed 11/29/75
National Women's Conference (HR 9924) Directs Nat'l Commission on Observance of International Women's Year to organize and convene a National Women's Conference.	PL 94-167 Signed 12/23/75
Metric Conversion (HR 8674) Provides for adoption of the metric system as the standard system of measurement in the United States.	PL 94-168 Signed 12/23/75
Public Broadcasting (HR 6461) Amends the Communications Act of 1934 to provide long-term financing for Corporation for Public Broadcasting.	PL 94-192 Signed 12/31/75
Reading Motivation—Book Distribution (HR 8304) Provides broader funding for Right-to-Read program and authorizes book distribution program (similar to Reading is Fundamental).	PL 94-194 Signed 12/31/75
Overseas Voting Rights (S 95) Provides that no U.S. citizen can be denied the right to vote in a state even if no residence is retained there and citizen does not intend to return to that state (application required 30 days prior to date of election).	PL 94-203 Signed 1/2/76
White House Conference on the Handicapped (S J Res 154) Permits postponement of scheduled conference on the handicapped until 1977.	PL 94-224 Signed 2/27/76
Federal Elections Commission Reconstitution (S 3065) Reconstitutes the six-member Federal Elections Commission as a Presidentially-appointed body.	PL 94-283 Signed 5/11/76
Guaranteed Student Loans (S J Res 203) Extends authority for provisions of Guaranteed Student Loan programs through 9/30/76.	PL 94-328 Signed 6/30/76
Public Works Employment (S 3201) Authorizes $3.95 billion to create 300,000 jobs in the public sector in areas where general unemployment exceeds 6.5 percent.	PL 94-369 Veto overridden 7/22/76
Preschool Education—Day Care (HR 12455) Authorizes $125 million through 9/30/76 and $250 million in FY 77; suspends staffing requirements until 10/1/77.	PL 94-401 Signed 9/7/76
Indochina Refugee Education (S 2145) Provides local educational agencies up to 85 percent of per-pupil costs for educating Vietnamese and Cambodian refugee children.	PL 94-405 Signed 9/10/76
Tax Reform (HR 10612) Extends previous tax cuts; provides tax credit of $35 for each taxpayer and dependent; liberalizes retirement income tax credit; tightens restrictions on use of home for business purposes.	PL 94-455 Signed 10/4/76
Education Amendments of 1976 (S 2657) Extends and expands programs in vocational and higher education; continues research and development by National Institute of Education; authorizes establishment of teacher centers; provides greater teacher involvement in state planning of vocational education programs.	PL 94-482 Signed 10/12/76
General Revenue Sharing Extension (HR 13367) Extends GRS through September, 1980 at current annual level of $6.65 billion; prohibits discrimination by recipients of revenue sharing funds; retains one-third share of funding for state governments; eases restrictions on use of money by eligible local governments.	PL-94-488 Signed 10/13/76
Copyright Revision (S 22) Provides limited exemption for duplication of copyright materials for instructional and research purposes, places burden of proving infringement on the copyright holder, and sets duration of copyright at life of author plus 50 years.	Cleared for White House
Unemployment Compensation (HR 10210) Provides permanent, mandatory unemployment compensation for teachers and other public employees not previously covered by federal law; extends Special Unemployment Assistance program for one year to allow for transition to permanent coverage.	Cleared for White House
Collective Bargaining (HR 77) Deletes exemption for public employees, including teachers, under the National Labor Relations Act, allowing them to gain collective bargaining rights.	Pending in Committee
Elementary and Secondary Assistance (HR 10145) Provides one-third federal funding of elementary and secondary public education.	Pending in Committee
Education Department (HR 9010 et al.) Establishes Cabinet-level Department of Education.	Pending in Committee
Health Security (S 3, HR 21) Provides comprehensive coverage of hospitalization charges, physicians' services and fees, and prescription drug expenses to all persons, regardless of age or income, who are citizens or residents of the United States.	Pending in Committee
Mobile Teacher Retirement (S 297, HR 808) Establishes a federal-state program to allow teachers to move from one state to another during working career without substantial loss of retirement benefits.	Pending in Committee

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

NEA In-Service Materials Help All Educators Humanize Our Schools

The humanization of American education is perhaps the most pressing challenge facing today's schools. NEA strongly supports programs for removing the barriers to a humane educational process—to help teachers and all educators, students, parents, and the community at large recognize and deal with racism, sexism, and other inhumane attitudes on all levels.

The NEA multimedia program on Multiethnic Education will give new perspectives to all teachers and students who work with it. These multiethnic materials have been designed for in-service and preservice training, school-community activities, education associations, and classroom use: a total approach to education.

A collection of books, leaflets, filmstrips, transparencies, and cassettes collected into one training kit for a fully integrated program may be purchased as a package for a considerable saving. Or the specified components may be selected to fit special needs. For an order blank and information on the discount package and NEA quantity discounts, write to the NEA Order Dept., The Academic Building, Saw Mill Road, West Haven, CT 06516. Single copies from the list on this page may be ordered from the same address.

PRACTICAL, TESTED CURRICULUM RESOURCE MATERIALS

The Teacher and Integration. Helps both beginning and experienced teachers meet the challenge of moving from a "desegregated" to a truly "integrated" classroom. With how-to-do-it sections. Audience: teachers. 96 pp. Paper edition, $3.50 (stock #1318-2-OD); cloth edition, $5 (stock #1337-9-OD).

The Legacy of Mary McLeod Bethune. A photographic essay pays homage to a significant American. Audience: students (4-12), teachers, and parents. 40 pp. $2.50 (stock #1341-7-OD).

Desegregation/Integration: Planning for School Change. A resource handbook for anyone engaged in studying the issues implicit in school desegregation, in planning change, or in overcoming opposition to or building support for effective provision of educational offerings in integrated settings. With references and resource materials; workshop schedules, materials and products; and school desegregation guidelines. 112 pp. Audience: students (9-12) and teachers. $2 (stock #1332-8-OD).

A Teacher's Perspective on Six Social Issues. Urges the teacher to consider and act on the issues of quality education, healthy environment, racial and ethnic justice, sex roles, economic justice, and world community. A workbook with exercises to help confront the issues and action steps on how to help resolve them. 36 pp. Audience: teachers. $1.50 (stock #1344-1-OD).

Combating Discrimination in the Schools: Legal Remedies and Guidelines. This report outlines each major antidiscrimination law or regulation covering education institutions and specifies what it forbids, who enforces it, and how to file a complaint. 32 pp. Audience: students (9-12), teachers, and parents. $1.25 (stock #0580-5-OD).

What Is Affirmative Action? The question-and-answer format explores such areas as: Are school systems required to develop affirmative action plans? Who writes the plan? What are the responsibilities of employee organizations? How are goals developed? 20 pp. Audience: students (7-12) and teachers. $1 (stock #0584-8-OD).

Nonsexist Education for Survival. Concentrates on the economic, physical, cultural-psychological, and political aspects of survival for females and males in the education system. 32 pp. Audience: students (7-12) and teachers. $2.25 (stock #0582-1-OD).

Humanizing Education in the Seventies: Imperatives and Strategies. Highlights such critical areas as organizing schools to serve students humanely; organizing schools to serve their communities; reforming higher education to produce humane educators; and teaching humanely. 48 pp. Audience: teachers. $1.50 (stock #0676-3-OD).

Roots of America. A multiethnic curriculum resource guide for 7th, 8th, and 9th grade social studies teachers. This handbook examines the multiethnic dimension through a look at the purpose and goals of ethnic studies. Includes a bibliography and descriptions of specific ethnic experiences. Also a section containing abstracts, by state, of projects funded by the Ethnic Heritage Studies Program. 192 pp. Audience: teachers. $4.50 (stock #1373-5-OD).

Teacher as Person. A combination of photos and text by Robert R. Carkhuff and Richard M. Pierce. Concentrates on attending, responding, personalizing, and initiating . . . particularly in the areas of racism and sexism. 65 pp. Audience: teachers. $3.50 (stock #1367-0-OD).

Equal Educational Opportunity for Asians and Pacific Islanders in the United States. A report from an NEA Conference on Civil and Human Rights in Education. Includes a calendar of events and dates of significance to Asians and Pacific Islanders in the United States. 40 pp. Audience: teachers. $2 (stock #1380-8-OD).

MULTIETHNIC EDUCATION IN-SERVICE TRAINING AIDS

Audiovisual Materials for Workshop Discussion

Understanding Intergroup Relations: A Person-to-Person Experience. A full-color filmstrip, with sound, considers how to change attitudes, actions to be taken, sensitivity awareness, and guidelines for coordinating an intergroup relations program. Filmed during intergroup activities in classrooms of nearly equal ethnic mix. Accompanied by printed *Leader's Guide.* (15 minutes, 122 frames). Audience: teachers and parents. Cassette narration, $16 (stock #1116-3-OD); record narration, $16 (stock #1108-2-OD).

Overhead Transparencies for Discussion-Starters. Set 1, *Guidelines for Program Development* (4 transparencies, 10 color overlays); Set 2, *Guidelines for Classroom Teachers* (4 transparencies, 11 color overlays). Ideal for workshop, seminars, or conferences in setting program goals, considering costs, planning action routes, and detailing organization for either an individual school or a system-wide program. Audience: teachers. Set 1, $28.50 (stock #0642-0-OD); Set 2, $29.50 (stock #0643-7-OD).

NEA PUBLICATIONS FOR SPECIAL AREAS

Bilingual/Bicultural Education and Teacher Training. (Henry J. Casso). For teacher training. Casso develops the material around three key concerns: (1) The Renaissance in Bilingual/Bicultural Education; (2) The Controversy . . . Melting Pot vs. Cultural Pluralism; (3) Implications for Teacher Education. Also includes resource information on fellowship programs, grant awards and guidelines for teacher education programs. 96 pp. Audience: teachers. $4.75 (stock #1602-5-OD).

Beyond Uniculturalism. A training kit of materials to help teachers formulate, plan, and work for multicultural schools. The materials may be used by individual teachers; by association leaders; by persons conducting in-service training programs, workshops, or conferences; and by secondary or college student groups. The packet contains a workbook, poster, photo essay, inventory, strategy guide, poster game, and bibliography. Audience: students (9-14), teachers, and parents. $4 (stock #1366-2-OD).

CASSETTE TAPES

Humanizing Instruction (L. Wendell Rivers). Rivers says that for the present, emphasis must be placed on the child as she or he is and the human needs of the student must be the primary concern of the classroom. Printed *Discussion Questions* accompany the cassette. (Listening time: 35 minutes). Audience: teachers and parents. $6 (stock #0678-X-OD).

A Unique Experience (Alex Haley). Through the time-honored pattern of oral history, Haley tells how he traced his origins to Africa. Printed *Discussion Questions* accompany the cassettes. (Two tapes. Listening time: 1 hour, 40 minutes). Audience: students (6-12), teachers, and parents. $6 (stock #1909-1-OD).

The Architecture of Pluralism (Asian, Black, Chicano, First American). Educators representing each of the above ethnic groups give their individual viewpoints on the interactions between the children in their groups and the schools and society in which they live. Printed *Discussion Questions* accompany the cassette. (Listening time: 35 minutes). Audience: students (9-12) and teachers. $6 (stock #0565-1-ID).

Educational Programs for Southeast Asian Refugees (Don I. Wortman). The director of the Refugee Task Force, U.S. Department of Health, Education, and Welfare, comments on the immigration to the United States of 140,000 Vietnamese and makes suggestions regarding education programs designed for them. Audience: students (10-14) and teachers. $7.50 (stock #1963-6-OD).

Women's Rights: Multicultural Equity. (Critical Issues in Education audio program, Volume 3). This 4-part audiotape program was recorded at the NEA Conference on Civil and Human Rights in Education. Includes 5 speakers who each give a specific point of view. The program is packaged in a permanent storage kit and completed with *Discussion Questions* for use with the cassettes. (Four tapes. Listening time: approximately 22 minutes per side). Audience: teachers and parents. $18 (stock #1962-8-OD).

We're Not All Alike. An audiotape library consisting of four cassette tapes, plus printed *Discussion Questions.* This action series was taped during roundtable discussions of educators from four ethnic groups covering the viewpoints of the Asian, Black, Chicano, and First American. The library is packaged in a permanent storage kit. (Four tapes. Listening time: approximately 38 minutes per tape.) Audience: Teachers. $28.50 (stock #0560-0-OD).

Doing More for Teachers, Doing More for You

Associations Win Legal Victories for Teachers

Backed by their associations, teachers around the country continue to win legal victories that assure their rights and, at the same time, establish precedents that strengthen the rights of all teachers. The recent legal victories described on this page were won through the joint NEA-state association defense program—now renamed the DuShane Unified Legal Services Program.

FAIR DISMISSAL

A state employment relations board recently ordered reinstatement with back pay for a second-year probationary teacher whose nonrenewal was based on evaluations that were not conducted according to the procedures specified in the contract. The case establishes a favorable precedent in the state against the practice of arbitrary teacher nonrenewal.

In another case, an appeals court reversed a trial court ruling and ordered a school district to comply with an arbitration award of reinstatement and back pay to a probationary teacher. Because the teacher had already completed two years of the probationary period, the effect of the arbitration was a grant of tenure.

The teacher, who was nonrenewed because of negative evaluations, had filed a grievance under the collective bargaining agreement. Reinstatement with back pay was ordered, but the teacher had to go to court to petition for a writ of mandamus to compel the board to honor the arbitration award. The trial court denied the writ. The court of appeals, reversing the trial court, reasoned that "tenure status" is granted by statute and not by the board; the board may withhold tenure only in certain cases and through appropriate procedures. Since the arbitrator had found defects in the board's procedure, the appeals court concluded that the teacher was properly reinstated and "once reinstated [she] by statute became tenured."

Tenure status is granted by statute, not by a school board; thus a board may withhold tenure only in certain cases and through appropriate procedures.

In another case, a tenured teacher won reinstatement with back pay when a court of appeals rejected the argument that a school board may dismiss a tenured teacher if it disagrees with her teaching philosophy even if her students' achievement level is equal to that of their peers. The teacher had been nonrenewed on the basis of eight charges made by the board, including failure to maintain classroom discipline and to get along with her colleagues. Actually, she taught an activity-centered classroom, and the court did not find evidence that her methods injured the students in any way.

"Discharge or demotion of a teacher on continuing tenure may be made only for reasonable and just cause."

A U.S. District Court awarded $95,000 in compensatory and punitive damages and attorney's fees to an elementary school teacher who was denied an annual increment without due process and subsequently was fired when he asked for a hearing. The teacher, who taught for 13 years in the same district and whose classes score above average on achievement tests, suffered "embarrassment, humiliation, and injury to [his] physical and mental health" as a result of the actions by the superintendent and board of trustees.

FREE SPEECH & DUE PROCESS

A U.S. District Court has ruled that a school board order banning "all political speakers" from the high school violated the First and Fourteenth Amendments.

The school board's ban came in response to community pressure against a scheduled and approved political science class that included a presentation by a Communist, in addition to talks by representatives of the Democratic and Republican parties and the John Birch Society. The court concluded that ". . . a course designed to teach students that a free and democratic society is superior to those in which freedoms are sharply curtailed will fail if it fails to teach one important lesson: that the power of the state is never so great that it can silence a man or woman simply because there are those who disagree. Perhaps that carries with it a second lesson: that those who enjoy the blessings of a free society must occasionally bear the burden of listening to others with whom they disagree, even to the point of outrage."

A state Tenure Commission has ordered reinstatement and back pay for a tenured English teacher and department head. The commission found that the school board had not met the reasonableness test of the state Tenure Act—that "[d]ischarge or demotion of a teacher on continuing tenure may be made only for reasonable and just cause." The teacher was nonrenewed for using poetry by Richard Brautigan in an elective course she designed entitled, "The Teenager in Literature." The course's description and contents were approved by the principal and the board of education; the materials, including the Brautigan poetry, were selected by requisition approved by the principal, school superintendent, and board of education.

POLITICAL, PROFESSIONAL ASSOCIATION

A U.S. District Court has awarded back pay of $23,400.00 plus costs of court to a history instructor who was nonrenewed. The jury found that the nonrenewal was made for her political and professional activities in developing local National Faculty Association and state Junior College Teachers Association chapters on the campus rather than for a decrease in college enrollment as alleged.

SEX EQUALITY

In a class action suit brought under Title VII of the Civil Rights Act, a U.S. District Court has awarded back pay and fees of over $200,000.00 to 56 teachers. The teachers were among 142 female teachers who were placed on mandatory maternity leave under a contract that provided for three months mandatory maternity leave before and three months after childbirth. The maternity leave was without pay or utilization of accumulated sick or annual leave. The court found that the maternity leave policy "constitutes prohibited discrimination based on sex."

A maternity leave policy may constitute "prohibited discrimination based on sex."

A U.S. District Court has also awarded over $22,000 to one of the plaintiffs in a sex discrimination class action suit. The court found that sex discrimination was a factor at the time the plaintiff was hired, in her treatment as a faculty member, and in her nonrenewal. A lawyer with a Juris Doctor degree who applied for the position of assistant professor, she was offered a position of instructor—even though her qualifications exceeded those of other instructors. The court's award represents back pay that she would have received had she been hired and paid as an assistant professor.

Public Employee Coalition Endorses Carter and Mondale

"You are a strong and progressive coalition," Jimmy Carter told CAPE leaders. "I am very happy to have your support." Shown with Carter above are CAPE Executive Director Harvey Zorbaugh (right) and CAPE Associate Executive Director James Farmer.

WASHINGTON, D.C.—The Coalition of American Public Employees has announced its endorsement of Jimmy Carter and Walter Mondale for President and Vice-President of the United States.

The coalition's affiliates—including NEA—are organizing the nearly three million members they represent to actively work for the Democratic presidential team during the campaign's remaining days.

Members of the coalition, besides NEA, are: the American Federation of State, County, and Municipal Employees, AFL-CIO; the National Association of Social Workers; the National Treasury Employees Union; and the Physicians' National Housestaff Association. The American Nurses' Association is also a member of the Coalition but abstained on this vote because the ANA has a non-endorsement policy.

There are 21 state coalitions including Virginia, Ohio, Illinois, and Michigan, where there are close races between Carter and Ford.

"We hope the active campaigning by teachers, state, county, and municipal workers, health employees, and other public employees in the coalition will help Carter and Mondale win in key states," Harvey W. Zorbaugh, the coalition's executive director, said. "We are endorsing Jimmy Carter and Walter Mondale because they recognize the value of the services performed by public employees," he said.

When announcing the endorsement, Zorbaugh pictured Ford as "a pied piper who is leading America down a path where voters can only see the ugly landmarks of rising unemployment, continuing tax gimmicks for the rich and privileged, deteriorating public schools, and a health field shaken by soaring costs and increasing corruption.

"Ford's vetoes and statements show he will continue to cut back health, education, and other social services—areas where more support is needed if we are going to see any improvement in our nation's quality of life."

NEA $50,000 Fund To Aid NAACP

WASHINGTON, D.C.—NEA has set up a $50,000 fund to serve as seed money to assist the National Association for the Advancement of Colored People and 130 black defendants currently in litigation in Mississippi.

NEA affiliates are encouraged to contribute to the fund, which is to aid the NAACP and the Lawyers Committee for Civil Rights in appealing a $1,250,000 judgment against the NAACP.

The NEA fund is being made available to the NAACP and the Lawyers Committee jointly to help pay attorney's fees, court costs, and other expenses related to the litigation effort.

Under Mississippi law, in order to appeal, the NAACP must post a bond amounting to 125 percent of the judgment—or a total of $1,563,000. Failure to raise the amount "can mean the end of the NAACP," according to the NAACP's Washington, D.C., office.

NEA President John Ryor, in a letter to Gloster B. Current, NAACP associate executive secretary, New York City, pointed out that NEA presented its 1976 Friend of Education Award to Roy Wilkins, longtime head of NAACP, "in recognition of the contribution that the NAACP . . . has made to the advancement of human and civil rights in this country."

"It is with the firm conviction that the NAACP must be allowed to continue its fine work that the NEA has taken the present action," Ryor said concerning the establishment of the special fund.

The judgment against the NAACP stemmed from a suit brought by 12 white merchants of Port Gibson, Miss. The merchants charged that the NAACP had been involved in a 1966 boycott by local citizens, aimed at eliminating employment and voting discrimination and other racial abuses.

Zalmon Richards, one of the original founders of NEA and its first president in 1857, "likely would have found it mind-boggling if he could have known that by 1976 his organization would be the nation's largest public employee group with 1.8 million members," declares NEA Secretary-Treasurer John McGarigal (above) at September ceremonies designating Richards' house in Washington, D.C., a National Historic Landmark. The house, at 1301 Corcoran St., N.W., now owned by William G. Krebs who is restoring it to its original state, was dedicated as a historic site by the U.S. Department of the Interior's National Park Service. In his address, McGarigal also noted that Richards' more than 40 years of devoted service to his organization included all elected positions and that for 10 years—until he was 86—he was Secretary of the NEA Board of Trustees. Richards also organized the first teachers' association in the nation's capital and played a leading role in establishing a U.S. Department of Education (now the Office of Education) in 1867.

SUPPORT AMERICAN EDUCATION WEEK
November 14-20, 1976

Louisiana Vote Can Forge New Alliance in the South

BATON ROUGE, LA.—Teachers in Louisiana have a chance this month to end an era of separate Southern state associations based largely on race.

Members of the NEA-affiliated Louisiana Education Association (LEA) and members of the non-affiliated Louisiana Teachers' Association (LTA) will vote on a consolidation plan which would create the Louisiana Association of Educators (LAE).

The mostly black, 11,000-member LEA will vote during its annual convention November 21-24 in Alexandria. The 28-000-member LTA, a predominantly-white organization, will vote during its New Orleans convention on the same dates.

According to the constitutions of the two associations, the consolidation plan must be approved by a two-thirds vote at each state convention.

If members of the two Louisiana associations vote to consolidate, the Southern mergers, first mandated 10 years ago by the NEA Representative Assembly, will be completed.

A decade ago, racially separate associations existed in 13 Southern states. Through the years, mergers and unification have given the Southern states a strong voice in the development of NEA policy. The last Southern state to merge was Mississippi—in September.

Under terms of the consolidation plan, LAE would be formed no later than December 1, 1977. A unified dues structure with NEA would become effective no later than September 1, 1978.

A 1969 plan to consolidate the two Louisiana associations was approved by LEA but rejected by LTA. As a result, LEA has retained its NEA affiliation. LTA was disaffiliated in 1970.

NEA President John Ryor has called on Louisiana teachers to approve their consolidation plan. "With a combined membership of more than 40,000," he told them, "you can begin to exert the kind of influence that will help shape education in your state in a positive and constructive manner." He added: "It is time to forget the mistakes and divisions of the past. It is time to forge new alliances based on mutual trust and mutual benefit."

Plan Sets Up Legal Services & Instruction Centers

A unique feature of the Louisiana consolidation plan calls for establishing two centers—one for legal protection of teachers and students, the other for instruction and professional development.

The legal center would provide services to members and local affiliates "in connection with those employment-related matters which the center determines to have legal and organizational merit." According to the consolidation plan, the legal center would retain both black and white attorneys.

The instruction center has been designed to "stimulate significant improvement in the quality of instruction. The center would work to make educational changes through complete involvement in the democratic decision-making process at all levels."

The center would develop curriculum and design programs to individualize instruction to meet the needs of students. It would also devise and implement programs to eliminate racism and sexism in the curriculum.

NEA Scholarship Deadline Feb. 1

WASHINGTON, D.C.—This year's $2,000 William G. Carr Scholarship will be awarded to a graduate student in the United States for study of international or comparative education or to a teacher from this or another country interested in aiding and studying teacher associations in other countries. Deadline for applications is February 1, 1977. The winner will be announced in May.

Purposes of the program, established in 1967 in honor of the former NEA executive secretary, are to develop leadership in the teaching profession, to promote international education, and to strengthen independent professional organizations.

Clark Puffer, executive director of the Ogden-Weber Association in Utah, winner of last year's scholarship, is focusing his study on the interpersonal power influence of school boards, district administrators, parent-teacher associations, and educational associations as perceived by teachers.

Write to the William G. Carr Scholarship Award at NEA Center for applications and related information.

Changing of the Guard

NEA Reorganizes Higher Education Program

WASHINGTON, D.C.—As a means of stepping up its efforts to higher education, NEA has created a new post within the Executive Office to coordinate delivery of services to higher education affiliates.

Named NEA Executive Director Terry Herndon's "special assistant for higher education" is Robert W. Miner. A former faculty member at Muskegon County (Mich.) Community College, Miner joined the NEA staff in 1967 as director of the National Faculty Association (later incorporated into NEA's total higher education program). He has most recently served as acting executive secretary of the Colorado Education Association.

Miner will act as liaison with the Higher Education Council, serve as headquarters contact person and ombudsman for higher education affiliates, and oversee the capacity of all NEA's program units to respond to the service needs of those affiliates.

Commented Herndon in announcing the reorganization, "We have done reasonably well in serving our higher education constituents, and now NEA represents more higher education bargaining units than either rival organization. It is time to truly institutionalize our service response through a higher education consciousness in virtually every program area. Higher education is our next area for major growth."

NEA-AFT Statistic of the Month

NEA Membership Up, AFT Membership Down

	Total	Gain/Loss	Percent
AFT membership (based on its reports, August 1, 1976)	375,000	−78,654	−17
NEA membership (August 1, 1976, figures)	1,886,532	+201,623	+12

NEA Joins Effort To Counter Corporate Propaganda

WASHINGTON, D.C.—NEA has joined a number of labor, consumer, environmental, and civic groups in a campaign to counter the propaganda of major corporations which is being disseminated by the National Advertising Council as public service media spots "to educate the nation on the free enterprise system."

The coalition said that the Ad Council is made up of ad agencies, media, the officers of the very corporations to which they sell ads and ad time—from GE to ITT. The council has a monopoly since networks won't run public service messages without the council's approval. What's worse, the council's TV spots were produced with taxpayers' money through a Commerce Department grant from funds earmarked to aid minority businesses and the unemployed.

The council is promoting a booklet, "The American Economic System . . . and Your Place in It" which implies that the economy is in good shape thanks to big business and could be better without meddlesome government regulations and employee organizations.

NEA Executive Director Terry Herndon said that NEA is particularly concerned with the distorted view that is being presented to schoolchildren by the booklet which has been sent to schools, libraries, and individuals. The coalition hopes "to encourage a national debate" by introducing its own media spots and booklet, "A Working Economy for Americans."

NEA Board of Directors Roll-Call Votes

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA REPORTER. One such vote, taken by the Board at its June 23 and 27, 1976, meeting, appears here.

PRELIMINARY BUDGET FOR 1976-77
Motion: McQUIRE-JACKSON
To approve the amended preliminary budget for 1976-77 for presentation to the 1976 Representative Assembly for adoption. **CARRIED**

ROLL CALL VOTE
(117—YES, 19—NOT VOTING)

VOTING YES
Butler (AL)
Dotson (AL)
Porter (AK)
Arrington (AZ)
Elliott (AR)
Marshall (AR)
Bert (CA)
Eddy (CA)
Fogila (CA)
King (CA)
Lamb (CA)
Smith (CA)
Tinson (CA)
Boggs (CO)
Petrocco (CO)
Gates (DE)
Murphy (DC)
Harner (FL)
Martin (FL)
Cantey (GA)
Husbands (GA)
Wright (GA)
Fujimori (HI)
Ducker (ID)
Estrop (IL)
Loyd (IL)
Mack (IL)
Rich (IL)
Denny (IN)
Hock (IN)
Mitchell (IA)
Shearer (IA)
Peterson (KS)
Swanson (KS)
Nall (KY)
Pessarelli (KY)
Pringle (LA)
Sanders (ME)
Eberly (MD)
Washington (MD)
Flanagan (MA)
Gaskins (MA)
Roberts (MA)
Schutt (MA)
Christian (MI)
Duckworth (MI)
Jackson (MI)
Kosa (MI)
Safronoff (MI)
Hill (MN)
Holman (MN)
Woods (MS)
Keeling (MO)
Kallin (MT)
Kriha (NB)
Conrad (NV)
Sargent (NH)
Blackburn (NJ)
Davenport (NJ)
Gibson (NJ)
Neblett (NJ)
Stilwell (NJ)
Watkins (NM)
Buscemi (NY)
Carter (NY)
Hedstrom (NY)
Kressler (NY)
Massaro (NY)
McCaffrey (NY)
Pisa (NY)
Robisch (NY)
Johnson (NC)
Jones (NC)
Lewis (NC)
McDonald (OH)
Savage (OH)
Traxler (OH)
Willcox (OH)
Dyer (OK)
Kidd (OK)
Jewett (OV)
D'Andrea (PA)
Fox (PA)
Freitag (PA)
Hackett (PA)
MacRae (PA)
Mello (RI)
Taylor (SC)
Watkins (SC)
Horgen (SD)
Beasley (TN)
Lewis (TN)
Pike (TN)
Amend (TX)
Avila (TX)
Devers (TX)
Gore (TX)
Reininger (TX)
Stephenson (TX)
Williams (TX)
Canning (UT)
Lawrence (VA)
Moody (VA)
South (VA)
Armbrust (WA)
McDaniels (WA)
Noell (WV)
Blank (WI)
Niemeier (WI)
Blakeslee (WY)
Tate (Member-at-large)
Bowser (EC)
Harrison (EC)
Marks (EC)
McGarigal (EC)
McGuire (EC)
Ryor (EC)

NOT VOTING (includes absentees and non-respondents)
Slivkoff (CA)
Bell (CT)
Rossomando (CT)
Woodard (MN)
Cleveland (NY)
Harte (NY)
Washington (NY)
Kolsrud (ND)
Dickau (OH)
Harrison (OR)
Smith (OR)
Benedetti (PA)
Velez (PR)
Benson (TN)
Chaffee (VT)
duVair (WI)
Cummings (EC)
Dattola (EC)
Wynn (EC)

Bill Bell (CT) was not present when the roll-call vote was taken but requested that his affirmative position be recorded.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Politics . . .

Today, when it was announced that NEA was endorsing the team of Jimmy Carter and Fritz Mondale for the presidency and the vice-presidency, *many* of my teacher friends and retired-teacher friends and I were very ired. In no way had we been asked which candidates we wish to support.

In no way do we feel that the NEA-PAC Council and Steering Committee which met August 21 or the 9,035 certified delegates to the 1976 NEA Representative Assembly, or the three-member election committee appointed by President John Ryor have correctly represented us when *we* have never been polled. . . .

Pauline Applebaugh
Tulsa, Oklahoma

The September issue of the NEA REPORTER was challenging. NEA has recently taken certain actions to which I cannot subscribe. The delegates of the 1976 NEA Annual Meeting voted to rescind the mandate of a "no endorsement" choice on the ballot for NEA endorsement of a presidential nominee. As a result, all certified delegates to the 1976 NEA convention are now voting on an endorsement choice by mail. Why cannot the membership vote?

From a professional standpoint, I feel this NEA action is divisive rather than cohesive. I predict that this move will divide the professional teachers in NEA into Democratic and Republican camps. I further predict that the Democratic camp will soon control this union.

Harland D. Bentley
Fergus Falls, Minnesota

Members' letters are welcome. Please address them to Editor, NEA REPORTER, **1201 Sixteenth St., N.W., Washington, DC 20036.**

I am a life member of NEA, also retired from public school teaching for the past three years. What representation do I and other retired life members have in NEA? I don't think I like the idea of our association endorsing a president of the United States, nor of reaching so hard for federal help for education. Federal help brings federal regulation, which in most cases is far removed from the pupils and teachers, so it means less HEART and understanding in schools. Balance that against possible values obtained in a national Department of Education. Let us not be too militant.

Helen R. Fawcett
Gillette, Wyoming

As a life member of NEA for over 50 years, I was deeply distressed by the recent action of its present leadership to mold our organization into a political pressure group, as well as a labor union, and to ally it with other labor organizations to support a political candidate for the presidency.

President John Ryor, speaking to the 7,866 teacher delegates to the NEA Convention in 1976, said, "For the first time, we are going to enter the presidential race. We are doing so, not on the basis of partisan politics." He said that all delegates were to vote by mail to indicate their endorsement. Then he was presumptious enough to say that "because of their choice, the wrongs that have been committed against education for the past eight years will be undone." He might just as well have said publicly that they wanted to beat Jerry Ford. It is political partisanship.

G. O. Lindgren
Hastings, Nebraska

Enclosed is a picture that was taken at the 1976 NEA Convention [with Sen. Walter Mondale (left)].

I got tired of writing letters, sending telegrams, phoning, etc., when there was some legislation that was vital to education. I joined the Democratic Party and am active campaign chairman for national, state, and county elections. Now incumbent State Senators, State Assemblymen, U.S. Congressmen ask for my help in getting elected.

If all our NEA members (1.8 million) become involved in politics, I'm sure we could pass legislation that would be beneficial to all educators.

Jack Walsh
Cumberland, Wisconsin

I do not agree that NEA should endorse any one presidential nominee. It is the responsibility of NEA to *inform* only, so that members of NEA can decide themselves whom they choose to be president. I have presented this opinion over the years. Your policy is against my principles, and I now withdraw membership from NEA.

Freda Lawrence
Pleasantville, Ohio

. . . and Punctuation

Before I retired, 10 years ago, I was aware of the growing militancy of NEA. Now I find little difference between NEA and AFL-CIO tactics: "More money; less work—at *any* price to local taxpayers!" appears to be the theme, regardless of local conditions.

May I suggest that some of that "teacher power" be applied to improving your REPORTER's capabilities along lines of punctuation, structure, and usage (especially who vs. whom!)

You and I both know that convention "wooing" was for uncommitted—not *teacher* delegates, despite headline implications. Why deceive?

N.E.A. disappoints me!!

Lillian N. Van Woert
Chelsea, Vermont

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

(Required by 39 U.S.C. 3685)

1. Title of publication: NEA REPORTER
2. Date of filing: September 21, 1976.
3. Frequency of issue: Published monthly, September through June.
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7. OWNER **(If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given):** National Education Association (Chartered by special act of Congress—no stockholders); same address as above.
8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None.
9. For completion by nonprofit organizations authorized to mail at special rates (Section 132.122, PSM): The purpose and function, and nonprofit status of this organization and the exempt status for federal income tax purposes have **not** changed during preceding 12 months.
10. Extent and nature of circulation:

	Average No. Copies Each Issue During Preceding 12 Months	Actual No. Copies of Single Issue Published Nearest to Filing Date
A. Total No. Copies Printed **(Net Press Run)**	1,769,556	1,893,669
B. Paid Circulation		
1. Sales through Dealers and Carriers, Street Vendors and Counter Sales	—	—
2. Mail Subscriptions	1,733,545	1,866,746
C. Total Paid Circulation **(Sum of 10B1 and 10B2)**	1,733,545	1,866,746
D. Free Distribution by Mail, Carrier or Other Means. Samples, complimentary, and other free copies	27,759	19,117
E. Total Distribution **(Sum of C and D)**	1,761,304	1,885,863
F. Copies Not Distributed		
1. Office Use, Left-Over, Unaccounted, Spoiled after printing	8,252	7,806
2. Returns from New Agents	—	—
G. Total **(Sum of E & F1 and 2—Should equal net press run shown in A)**	1,769,556	1,893,669

11. I certify that the statements made by me above are correct and complete. Marshall O. Donley, Jr., **Editor**
12. For completion by publishers mailing at the regular rates (Section 132.121, Postal Service Manual): Not applicable.
    In accordance with the provisions of this statute, I hereby request permission to mail the publication named in Item 1 at the phased postage rates presently authorized by 39 U.S.C. 3626: Marshall O. Donley, Jr., Editor.

Exciting Easter Vacations

SPRING/EASTER IN HAWAII (EHM)
ONE ISLAND (Oahu) Tour

*EHM-1 Feb. 20-27, 1977
EHM-2 Apr. 3-10, 1977
EHM-3 Apr. 10-17, 1977
EHM-4 Apr. 17-24, 1977

West Coast passengers return home in p.m. of preceding day.
$439 from San Francisco, Los Angeles, Portland, Seattle
$499 from Anchorage, Austin, Chicago, Dallas, Des Moines, Kansas City, Milwaukee, Minneapolis/St. Paul, St. Louis
$562 from Birmingham, Cleveland, Columbus, Denver, Detroit, Indianapolis, Jackson, Louisville, Memphis, Mobile
$587 from Atlanta, Buffalo, Charlotte, Jacksonville, Nashville
$610 from Albany, Baltimore, Boston, Charleston, Columbia, Harrisburg, Hartford, Miami, New York, Philadelphia, Washington, D.C.
Fares based on GIT airfare: IT5/NW1/TA1I-S-MOD
*EHM-1 — Add $20 high season supplement
Single Supplement: $80
Triple reduction: $10 per person
Child (2–11) reduction: $100 per child

HIGHLIGHTS:
Honolulu City/Mt. Tantalus tour of Oahu; traditional flower lei greeting on arrival; special orientation briefing; services of local tour escorts; complimentary flight bag.

TOUR FEATURES:
- Round-trip air transportation via Northwest Orient Airlines or other IATA or ATC member carriers, and connecting carriers where necessary
- 6 nights at the Sheraton Princess Kaiulani (superior hotel, superior room) on the island of Oahu (Waikiki Beach area) located half-block from the beach
- Tips and porterage for 2 pieces of luggage
- Transfers between airport and hotel
- All tips to escorts/drivers for scheduled tour events

EASTER IN MARTINIQUE 1977 (EMA)

EMA-1 Apr. 1-8, 1977
EMA-2 Apr. 8-15, 1977
$408 plus $70 tax and service from Miami
$449 plus $70 tax and service from Baltimore, New York, Philadelphia, Washington, D.C.
$475 plus $70 tax and service from Boston and Pittsburgh
$550 plus $70 tax and service from Chicago
Fare based on ITX airfare: IT6AF11TCF
Single Supplement: $162
Triple reduction: $46 per adult
Child reduction (2-11): Available upon request — varies by departure city

HIGHLIGHTS:
Special orientation and local tropical welcome drink; unlimited tennis; swimming pool at hotel with complimentary chaise lounges at poolside.

TOUR FEATURES:
- Round-trip jet transportation via Air France Boeing 707 and connecting carriers where necessary
- Hotel accommodations for 7 nights at first-class beach-front Frantel Hotel, located on the Bay of Fort de France, sharing twin-bedded, fully air-conditioned room
- Continental breakfast daily
- Round-trip transportation between airport and hotel, including baggage handling for two pieces of luggage (44 lbs. limit)
- Gratuities for meal service, porters, maids
- U.S. Departure Tax (there is no Martinique Departure Tax at the present time)

DALMATIAN HOLIDAY (EDA)

EDA-1 Apr. 2-9, 1977
EDA-2 Apr. 9-16, 1977
$485 from New York, based on GIT airfare: IT7JU1NEA1
Single Supplement: $28

HIGHLIGHTS:
You will be invigorated by the delightful town of Split on Yugoslavia's Dalmatian coast, a popular vacation area dating back to the 4th century A.D. The superb climate so pleased Roman Emperor Diocletian that he ordered a palace built in Split, the partially reconstructed ruins of which you will visit. From your headquarters at the comfortable Lav Hotel you will have ample opportunities to explore the picturesque Dalmatian coast or to enjoy inland villages in Croatia. Your hotel amenities include indoor-outdoor swimming, tennis courts, mini-golf, bowling, a nightclub and casino. Optional tours, at added cost, will be offered to Dubrovnik, Hvar, Kotor and other areas.

TOUR FEATURES:
- Round-trip jet transportation via JAT — Yugoslav Airlines
- Accommodations for 6 nights at the superior first-class Lav Hotel at Split, based on twin occupancy
- Continental breakfast and table d'hôte dinner daily at the Lav Hotel
- Half-day sightseeing tour of Split with English-speaking guide
- Transfer and porterage between airport and hotel

GUATEMALAN FESTIVAL (EG)

Apr. 2-10, 1977
$589 from New York and Washington, D.C.
$639 from Los Angeles
Price based on GIT airfare: IT7-PA-1-DCAV
Singe Supplement: $72
No child or triple room reduction

HIGHLIGHTS:
Your Guatemalan Festival includes sightseeing in Guatemala City, Lake Atitlan, Chicicastenango, Quezaltenango and Antigua. See colorful and picturesque Indian markets, fascinating religious ceremonies, the Indian village of Santiago de Atitlan; the picturesque surroundings of Panajachel and excursions to San Francisco El Alto, Solola, San Antonio Aguas Calientes and Ciudad Vieja. From Antigua return to Guatemala City for your return flight.

TOUR FEATURES:
- Round-trip jet transportation via Pan American World Airways
- 3 nights at the Camino Real Hotel in Guatemala City; 2 nights at the Hotel Tzanjuyu in Lake Atitlan; 1 night at the Pension Bonifaz Hotel in Quezaltenango; 2 nights at the Hotel Antigua in Antigua
- All transfers and baggage handling between airport and hotel

SPRINGTIME IN MOROCCO (ELM)

ELM-1 Apr. 2-9, 1977
ELM-2 Apr. 9-16, 1977
$598 from New York, based on group affinity airfare
Single Supplement: $40, if available

HIGHLIGHTS:
Marrakech, Fez, and Casablanca — an unusual and stimulating holiday in the mystic and imperial cities of Morocco. Morocco is a land of great natural beauty, rich in architecture and the decorative arts. Included in the tour will be sightseeing as follows: full day in Marrakech; half-day in Fez; half-day in Casablanca; full-day en route from Fez to Casablanca with stops in Meknes, Volubilis and Rabat.

TOUR FEATURES:
- Round-trip jet transportation via Royal Air Maroc to Casablanca
- Superior first-class to deluxe hotels with private bath, based on twin occupancy
- Continental breakfast and dinner daily, except Casablanca where only continental breakfast is included
- Touring and sightseeing by deluxe motorcoach; tour escort and English-speaking Moroccan guide throughout
- Entrance fees; baggage handling; service charges and taxes on included features; tips, except to guides and drivers

SPRING IN THE HOLY LAND (ELHL)

ELHL-1 Apr. 1-9, 1977
ELHL-2 Apr. 8-16, 1977
$955 from New York, based on non-affinity GIT airfare
Single Supplement: $84, if available

HIGHLIGHTS:
Amman: Full-day excursion to Petra, the lost city of Nabateans, to visit the city carved out of rose-red sandstone.
Israel: 1st day — Morning crossing into Jerusalem; afternoon, Jericho. 2nd day — Tour of the Old City including Herod's Gate, Pilate's Palace, the Via Dolorosa; the temple area including the Western Wall, the historic Al-Aqsa Mosque and the Dome of the Rock. 3rd day — Visit New Jerusalem, the museum housing the Dead Sea Scrolls; afternoon trip to Ein Karem, birthplace of John the Baptist and Hebron's Cave of Machpelah. 4th Day — Full day trip to Tiberias visiting Nablus, Jezreel, Nazareth, Mt. Tabor and the Mt. of Precipitation en route. 5th day — Proceed to Tel Aviv via Haifa, sightseeing along the way.

TOUR FEATURES:
- Round-trip jet transportation via Pan American and Royal Jordanian Airlines
- First-class accommodations with private bath, based on twin occupancy
- Continental breakfast and dinner daily
- Full program of sightseeing with English-speaking guides
- Service charges, tips and porterage included
- Jordanian departure tax of $2.80 and Israeli Departure Tax of $7 (based on current rates) not included

EASTER IN ST. LUCIA (ESL)

ESL-1 Apr. 1-8, 1977
ESL-2 Apr. 8-15, 1977
*$348 from Miami
*$389 from Baltimore, Philadelphia, New York and Washington, D.C.
*$415 from Boston and Pittsburgh
*$490 from Chicago
*Plus $62 tax and service charge
Fare based on ITX airfare: SLUIT5BWI1TC9
Single Supplement: $45
Triple reduction: Not available
Child reduction (2-11): Available upon request — varies by departure city

HIGHLIGHTS:
A special orientation and local tropical drink will welcome you to the island of St. Lucia. Swimming at your hotel pool is available, as well as the following optional sports: tennis, horseback riding, snorkeling and water-skiing plus instruction, and pitch and putt course. Those who are interested in these activities must make reservations at the hotel after arrival.

TOUR FEATURES:
- Round-trip jet transportation via British West Indies Airways Boeing 707 and connecting carriers where necessary
- Seven nights hotel accommodations at the first-class Halcyon Days, located on the beach, sharing twin-bedded, fully air-conditioned room
- Round-trip transportation between airport and hotel
- Baggage handling at airport and hotel for two bags (44 lbs. limit)
- Tips for maids and porters
- U.S. Departure Tax (St. Lucia Departure Tax not included — approximately $2)

SPRING IN THE LAND OF THE PHARAOHS (ELPT)

ELPT-1 Apr. 1-9, 1977
ELPT-2 Apr. 8-16, 1977
$1095 from New York, based on GIT airfare: IT6AZ1NA8
Single Supplement: $138, if available

HIGHLIGHTS:
The romance of desert nights and the fascination of Cairo's exotic streets, mosques and bazaars, have drawn people to Egypt since time immemorial. On your trip to the land of the Pharaohs you will visit the great Egyptian Museum, the Sphinx and the Pyramids. At Abu Simbel you will tour the magnificent temples saved from destruction by the New High Dam; then on to Aswan to see the Dam, the Elephantine and Botanic Islands, the Agha Khan Mausoleum and the Unfinished Obelisk. Before returning to Cairo for a day at leisure you will visit Luxor — Thebes Necropolis on the West Bank.

TOUR FEATURES:
- Transatlantic jet transportation via Alitalia
- Accommodations at superior first-class hotels with private bath, based on twin occupancy
- Continental breakfast and table-d'hôte dinner daily
- All sightseeing by private motorcoach with English-speaking guides, including admission fees
- Transfers, porterage and airport embarkation tax at Cairo

COLOMBIA, LAND OF BOLIVAR (ECO)

ECO-1 Apr. 3-10, 1977
ECO-2 Apr. 10-17, 1977
$587 from Miami
$698 from New York and Washington, D.C.
$791 from Chicago
$796 from Los Angeles
Price based on GIT airfare: IT6BN1NEA-6
Single Supplement: $85
No child or triple room reduction

HIGHLIGHTS:
While on your Colombian Easter Holiday, you will visit the Monserrate shrine, the Old Colonial District, the House of Bolivar and the world-famous Gold Museum. Enjoy an all-day excursion to Fusagasuga, land of the coffee bean, as well as the southern Bogota plateau and the village of Soacha. In Santa Marta you will see the first Spanish settlement in South America where you can swim, fish, golf, sightsee or visit fishing villages and jungles. Included is a visit to San Pedro Alejandro.

TOUR FEATURES:
- Round-trip jet transportation from Miami via Braniff International; round-trip air transportation between Bogota and Santa Marta
- 5 nights in Hotel Tequendama in Bogota; 2 nights in Hotel El Puerto Galeon in Santa Marta
- 1 lunch in Bogota
- All transfers and baggage handling

GENERAL INFORMATION

Prices, dates and itineraries are subject to change.

PRICES INCLUDE — Services of a group leader, all transportation, sightseeing, and the number of meals stated in the itinerary; accommodations based on double occupancy of twin-bed room at hotels; airport transfers and transfers of group members and luggage between air, rail, and ship terminals and hotels; tips for standard services performed in connection with scheduled group movements; certain taxes; and tickets to events described as included in the tour.

PRICES DO NOT INCLUDE — Cost of passports, visas, tourist cards (if required); meals not listed as included, items not on table d'hote menus, such as coffee, tea and spirits; laundry or other personal expenses; accident and baggage insurance; excess baggage charges; certain taxes.

HOTELS — Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

BAGGAGE — Porterage of one medium-sized suitcase (two for Martinque, St. Lucia and Hawaii tours) per tour member is included in the price. Baggage allowance is 44 pounds on international tourist and economy-class service.

ELIGIBILITY — Affinity Group Airfares: Tours/flights described as "based on affinity group airfare" are based on group rate airfares available to 40 or more persons who travel together on all flights and who have been members of the NEA for more than six months prior to departure date. Members of the immediate family (spouse, dependent children and parents who reside at the member's home address) may be included at the lower group rate. Exception: Friends and relatives who are not members of the "immediate family" described above and who do not qualify for the lower NEA affinity group airfare may participate by paying an additional airfare.

ELIGIBILITY — GIT Airfare Tours: Tours with prices described as "based on GIT airfare" are based on use of the group inclusive tour basing airfare which is available to 10 or more persons traveling together throughout. GIT airfare tours are open to NEA members, their relatives and friends.

CANCELLATIONS: All cancellations must be received in writing at NEA Educational Travel, regardless of reason. In addition to the nonrefundable $25 cancellation fee, certain penalties may apply due to nonrefundable advance payments of commitments made to airlines, hotels, tour operators, etc., as follows: On GIT tours, cancellation received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations; on group affinity tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filled less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline. On all Hawaii tours a $100 penalty per person will be assessed for cancellations received 16-35 days before departure unless a replacement is found; for cancellations received 15 days or less before departure a $100 penalty per person will be assessed, with or without a substitute.

APPLICATION FOR ASSOCIATION-SPONSORED EDUCATIONAL TRAVEL — R 11-76

Send application and deposit to: **Educational Travel — Room 402E, 1201 16th Street, N.W., Washington, D.C. 20036**

Deposit of $100 per person is required for all tours.
Make check payable to NEA Educational Travel.
There is a $25 per person cancellation fee on all reservations cancelled.

Please reserve ______ spaces on ______________ (tour code)
departing on ________ (date) from ______________ (city)
Deposit of $______ is enclosed. Seating Preference ☐ Smoking ☐ Non-smoking
Name ______________________________
(Give names and addresses of additional persons on a separate sheet)
Address ______________________________
City ____________ State ____________ Zip ________
Home Telephone ____________ Business Telephone ____________ Age ______

ACCIDENTS

CAN HAPPEN TO ANYONE.

AD&D Insurance Helps Ease the Financial Burden.

The financial burden of an accident resulting in death or dismemberment shouldn't be added to your family's problems. That's one good reason to have AD&D (accidental death and dismemberment) insurance, available through your Association in cooperation with the Prudential Insurance Company of America. For $19 per year, you and each member of your family who is an eligible dependent can be covered 24 hours a day at home, on the job, or anywhere in the world, regardless of how old you are or how many eligible dependents are included for coverage.

How AD&D Helps to Protect Your Dependents.

AD&D insurance is available to all Unified Members and their eligible dependents without medical examination for enrollment.

If your spouse is not already insured as an NEA member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and step-children who are dependent on you for support) are eligible, provided they are between the ages of 2 weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are 2 weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as NEA members, only one of you may include your children as dependents. Spouse and children who are insured under this program as NEA members are not eligible for coverage as dependents.

Your dependents coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue coverage until they are no longer eligible.

New Revised AD&D Benefits.

In order to keep up with inflation, your Association and Prudential have revised the AD&D benefits, effective October 1, 1975. The benefit payable to a member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000—$130,000 plus $50,000.

BENEFITS WILL BE PAID AS FOLLOWS

IF COVERAGE SELECTED IS FOR:	Accident occuring while a passenger on a public conveyance:	Any other accident:
Member only	$130,000*	$30,000
Member and eligible spouse	100,000* 30,000	20,000 10,000
Member and each eligible child	100,000* 30,000	20,000 10,000
Member, spouse and each eligible child	100,000* 15,000 15,000	20,000 5,000 5,000

*Benefits marked with asterisk will increase as described above.

Losses Covered By AD&D.

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year**(90 days for persons age 70 or over**) of the covered accident. Benefits are payable to you if living; otherwise to any beneficiary you name.

Optional Disability Coverage for $4 a Year.

Unified Members under age 60 are eligible for Optional Disability Benefits at an additional contribution of $4 a year. A benefit of $500 per month will be paid if you sustain accidental injury which results within 30 days in total disability. The injury must occur while you are insured for this benefit and before you attain age 60. The benefit will be payable after the twenty-sixth consecutive week of total disability.

Benefits are payable while you remain totally disabled, up to 10 years, or until attainment of age 65, whichever comes first.

To be considered totally disabled you must, as a result of the disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential from time to time as required.

Benefits are paid regardless of any coverage(s) you may have.

Exclusions:

Optional Disability Benefits are not paid until after the twenty-sixth consecutive week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident; if age 70 or over, more than 90 days.**

The program does not cover losses, or disability where applicable, resulting from: suicide, attempted suicide, intentionally self-inflicted injury, bodily or mental infirmity or disease, infection, war or any act of war, active duty in the military service, riding in races or testing automotive vehicles on a track or speedway, riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, it is being used for test or experimental purposes.

**Time limitations not applicable in Pennsylvania.

How to Enroll in the AD&D Insurance Program.

Fill out and mail the coupon below and return with your first annual contribution of $19 (or $23 if you elect to enroll for the Optional Disability Benefit).

Your insurance will become effective on receipt of your initial annual contribution and acceptance of your enrollment form by Prudential.

Underwritten by:

Prudential — The Prudential Insurance Company of America
Licensed in all states
Principal offices in Newark, New Jersey

SPECIAL SERVICES — UNIFIED

NEA ...We're listening.

ORD 70075 Policy Form SERIAL U

Accidental Death & Dismemberment Program, P.O. Box 434, Fort Washington, Pa. 19034 R 11-76

Statements By Member To Be Insured (Please print all answers)

NAME ______________________
Last First Middle Initial

DATE OF BIRTH: ______________
Mo. Day Year

RESIDENCE ______________________
Street

____
City State Zip Code

BENEFICIARY AND RELATIONSHIP ______________
(example: Mary A. Doe, NOT Mrs. John Doe)

____
First Name Middle Initial Last Name Relationship

ARE YOU A UNIFIED MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60.

☐ AD&D ONLY ($19.00)

INDICATE COVERAGE DESIRED: (please check one)

☐ Member only ☐ Member and each eligible child

☐ Member and spouse ☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by the Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______________, 19____

SIGNATURE OF MEMBER ______________________

Make Check Payable to: NEA AD&D Insurance

Ident. No. Eff. Date Dep. Plan Code

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December 1976 Vol. 15, No. 10

nea reporter

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Washington, D.C.

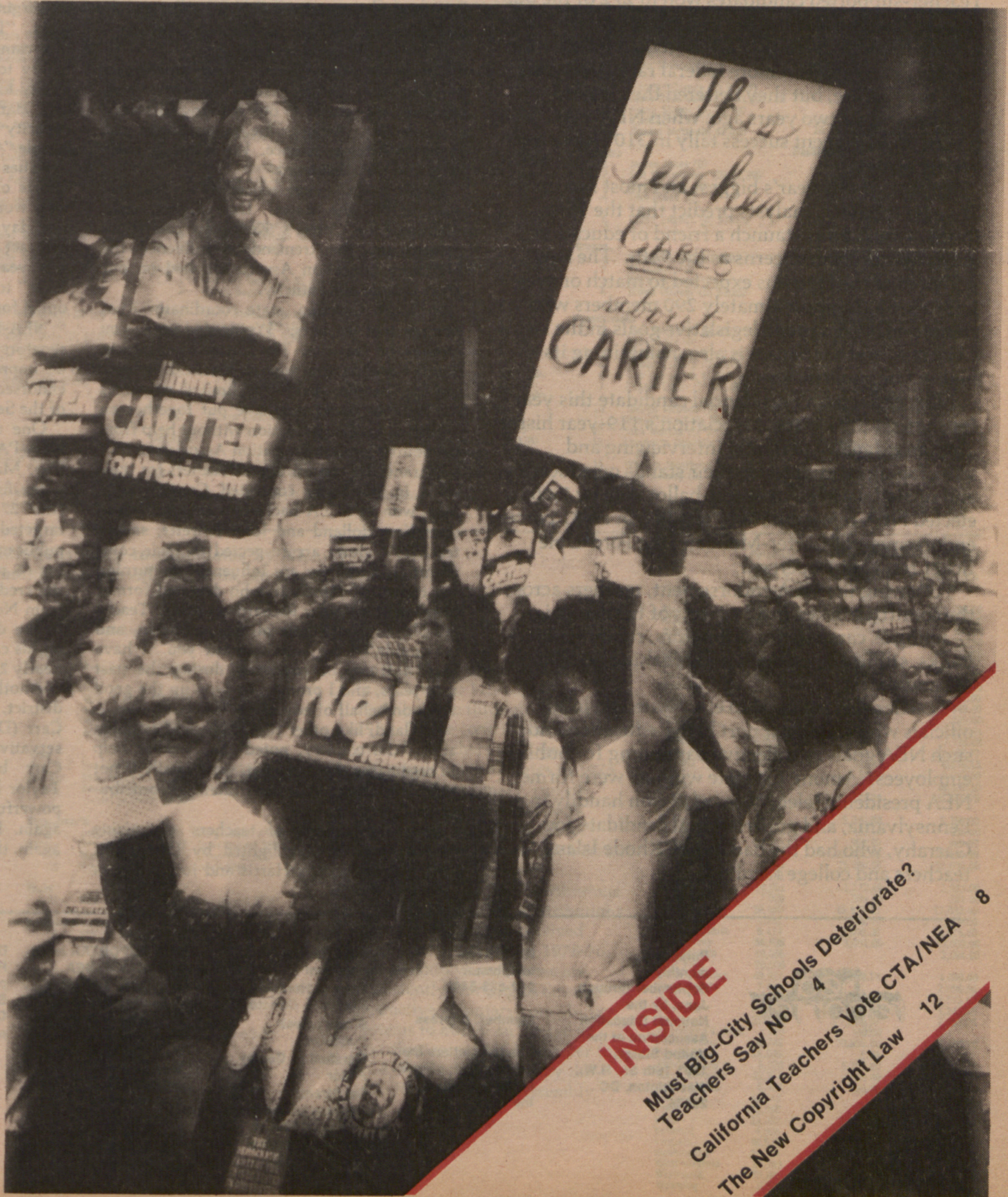
Teacher Power Proves Itself at the Ballot Box

WASHINGTON, D.C.— NEA teachers and college faculty around the nation showed their political power this fall by helping to elect the Carter-Mondale ticket and by working to send to Congress more than four out of every five teacher-backed candidates.

Immediately following the election, NEA President John Ryor declared that "Jimmy Carter's victory over Gerald Ford clearly shows that the American people are fed up with a veto-oriented administration lacking compassion for human needs. Jimmy Carter and Walter Mondale's election signals a return to an emphasis on human concerns such as quality education for all. Teachers have played an important role in this great victory, and we're proud of it."

In the wake of the close Presidential vote, Carter campaign director Hamilton Jordan stressed the importance of NEA's involvement. "The Carter campaign is particularly grateful for the extensive nationwide support received from NEA and its affiliates," Jordan said. "The massive support from teachers was critical to our winning this very close election. All over the nation, we turned to the NEA for assistance. We asked for their help, and they delivered."

(Continued on page 2)



INSIDE

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NEA President John Ryor joins teacher-volunteers in applauding election-night returns at a Washington, D.C., Carter-Mondale headquarters.

(*Continued from page 1*)

Carter himself called NEA President Ryor after the election to express his thanks for NEA's endorsement and support.

In the Congressional races, NEA's independent political action arm, NEA-PAC, endorsed a total of 349 House and Senate candidates in 49 states. Teacher-supported candidates won in 272 of the 323 House races and in 19 of the 26 Senate contests, for a combined win average of 83 percent. Not only did teachers participate in more federal races this year than ever before, but they bettered their record performance of two years ago, when NEA-PAC posted an 81 percent success tally in 310 House and Senate contests.

Because of this year's biggest and most successful drive by teachers, analysts predict that the 95th Congress will be as staunch a friend of education and other teacher concerns as the 94th. The new potential of the House is expected to match or even improve on the approximately 290 members who supported NEA's broad legislative goals in the last Congress, and the Senate is also maintaining its highly favorable make-up.

NEA endorsed a Presidential candidate this year for the first time in the Association's 119-year history after an extensive period of interviewing and videotaping candidates on their stands on education and related matters. A secret-ballot vote by 7,000 elected NEA representatives resulted in an 81 percent endorsement of Carter-Mondale; the Ford-Dole ticket received 19 percent.

Following the NEA endorsement, teachers across the country worked in all aspects of the campaign —acting as campaign coordinators, running phone banks, stuffing envelopes, and speaking on behalf of candidates.

Teachers also worked to elect state and local officials who would support better education and such NEA goals as collective bargaining for public employees. Among the state winners were former NEA president Helen Wise, who won handily in Pennsylvania, and gubernatorial candidate Joe Garrahy, who had the backing of Rhode Island teachers and college faculty.

Winning Candidates Laud Teacher Power

Politicians around the country didn't hesitate to credit teachers for much of their success at the polls on November 2.

Carter campaign director Hamilton Jordan declared that "the massive support from teachers was critical to our winning this very close election. All over the nation, we turned to the NEA for assistance. We asked for their help, and they delivered."

Jordan's words were echoed by his counterparts across the states. Dale Sights, state chairman for Carter's Kentucky campaign, pointed to "the tremendous influence the Kentucky Education Association had on our great victory in Kentucky."

In South Carolina, state coordinator Russ Marane told teachers, "We needed you—you came—and we won. The Carter campaign in South Carolina was won in the field—people meeting people. With the limited resources we had, we could not have put together an extensive field organization without help from the South Carolina Education Association."

Marane also congratulated teachers for their work in the hotly contested Congressional races won by SCEA-backed incumbent Democrats Ken Holland and John Jenrette, saying teachers' "views are respected in their communities, and they are influential in turning out the vote." Holland, who defeated former baseball star Bobby Richardson said: "Teachers played a vital role in this campaign, and we couldn't have won without you. I have been a friend of education during the past two years, and I promise to keep up the good work on behalf of education."

Holland, like other teacher-backed winners across the country, noted that teacher help in organizing the campaign was equally if not more important than their financial contributions.

The high quality of teachers' organizing ability was also highlighted by Democratic incumbents Herbert Harris and Joseph Fisher of Virginia, who will return to their House seats. "It struck me so many times during this campaign that teachers have a natural ability to mobilize people and a tremendous ability to get others to work in a campaign," said Harris. "Teachers have a very special capacity for organizing and motivating people."

Fisher was especially appreciative of the efforts of more than 100 Arlington teachers who worked the polls on his behalf on election day. They were free to do this under a contract provision negotiated by their local last year that calls for one day of "civil leave" to be taken at teachers' option. Many opted for election day.

NEA-PAC supported 258 incumbents—18 senators and 240 representatives—and had an impressive record of success: 235 of the endorsed incumbent House candidates and 12 of the Senate candidates won.

One of the most impressive wins by an NEA-PAC-endorsed freshman was that of Rep. Matthew McHugh of New York, who is the first Democrat to represent his district (the 27th) since the Civil War. Though targeted for political demise in a solidly Republican district, McHugh polled a surprising 65 percent of the vote and gives teachers the credit. More than 100 teacher volunteers from New York Educators Association locals in the district put in a total of 1,500 hours on his campaign and since mid-October made nearly 2,300 phone calls on his behalf.

Another tough race was in Michigan's 6th district, where teacher-supported Rep. Robert Carr (D) had been labeled by national conservative groups for upset. Two years ago, Carr beat conservative Republican Cliff Taylor by fewer than 1,000 votes and, with powerful backing and dollars, Taylor tried again. But, facing teacher power, Taylor lost again, this time by 13,000 votes.

nea reporter

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Barbara Lawless *Assistant Editors*
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Teacher-Backed Candidates, State by State

The following table is a complete list of the U.S. Senate and U.S. House of Representatives candidates endorsed by NEA's Political Action Committee. A combined 349 candidates—323 in the House and 26 in the Senate—were supported by NEA-PAC in the general election. The dollar amounts in the table represent those candidates who received financial contributions in 1975 and 1976. Other candidates received letter endorsements. Endorsements went to candidates in 49 states.

Winners appear in black; losers are in color. At press time, four winning House candidates were challenged and their races are subject to change. The races are: Michigan's 2nd District (NEA-PAC backed Pierce), Texas' 22nd District (NEA-PAC endorsed Gammage), Washington's 2nd District (NEA-PAC supported Meeds), and Illinois' 10th District (NEA-PAC approved Mikva).

► appears before candidates who challenged an incumbent.

○ appears before candidates in an open race (no incumbent running).

If no symbol precedes a candidate's name, the candidate was the incumbent (unless otherwise indicated).

Numbers before names indicate Congressional districts; AL = at large; S indicates a Senate race.

Alabama
- 4 Tom Bevill (D) $2,000
- ○ 5 Ron Flippo (D) $2,000
- 6 John Buchanan (R) $2,000
- 7 Walter Flowers (D) $600

Alaska
- AL Don Young (R) $100

Arizona
- ○ S Dennis De Concini (D) $4,050
- ► 1 Patricia Fullinwider (D) $2,000
- 2 Morris Udall (D) $1,150
- ○ 3 Bill McCune (Ind) $500
- ○ 4 Tony Mason (D) $2,000

Arkansas
- 1 William Alexander (D) $200
- ○ 2 Jim Guy Tucker (D) $500
- 3 John Hammerschmidt (R)
- 4 Ray Thornton (D)

California
- S John Tunney (D) $5,750 (Primary and General Election)
- 3 John Moss (D) $300
- 4 Robert Leggett (D) $1,200
- 5 John Burton (D) $1,100
- 6 Phil Burton (D) $1,400
- 7 George Miller (D) $1,000
- 8 Ronald Dellums (D) $500
- 9 Pete Stark (D) $300
- 10 Don Edwards (D) $500
- 13 Norman Mineta (D) $3,000
- 14 John McFall (D) $200
- 15 B. F. Sisk (D) $1,000
- ► 16 Leon Panetta (D) $4,000
- 17 John Krebs (D) $1,000
- ► 18 Dean Close (D) $2,000
- 21 James Corman (D) $3,000
- ○ 23 Anthony Beilenson (D)
- 24 Henry Waxman (D) $500
- 25 Ed Roybal (D) $3,000
- ○ 27 Gary Familian (D) $2,000
- 28 Yvonne Burke (D)
- 29 Augustus Hawkins (D) $2,000
- 30 George Danielson (D) $300
- 31 Charles Wilson (D) $400
- 32 Glenn Anderson (D)
- ► 33 Ted Snyder (D) $2,000
- 34 Mark Hannaford (D) $2,500
- 35 Jim Lloyd (D) $2,200
- 36 George Brown (D) $1,500
- 38 Jerry Patterson (D) $2,225
- ► 41 King Golden (D)
- 42 Lionel Van Deerlin (D)

Colorado
- 1 Patricia Schroeder (D) $2,700
- 2 Timothy Wirth (D) $4,595
- 3 Frank Evans (D) $1,100
- ► 5 Dorothy Hores (D) $1,000

Connecticut
- S Lowell Weicker (R) $2,100
- 1 William Cotter (D)
- 2 Christopher Dodd (D) $2,000
- 3 Robert Giaimo (D) $100
- 4 Stewart McKinney (R)
- 5 Ronald Sarasin (R) $2,000
- 6 Toby Moffett (D) $2,500

Delaware
- ○ AL Sam Shipley (D) $3,640

Florida
- S Lawton Chiles (D)
- 2 Don Fuqua (D) $100
- ► 5 JoAnn Saunders (D) $2,000
- ► 6 Gabe Cazares (D) $500
- 7 Sam Gibbons (D)
- ○ 8 Andy Ireland (D) $1,000
- ► 12 Charles Friedman (D) $3,500
- 13 Bill Lehman (D) $2,150
- 14 Claude Pepper (D)
- 15 Dante Fascell (D)

Georgia
- 4 Elliott Levitas (D) $2,000
- 5 Andrew Young (D) $2,100
- ► 6 Newt Gingrich (R) $2,000
- ○ 8 Billy Evans (D) $1,000
- ○ 9 Edgar Jenkins (D) $1,000
- ○ 10 Doug Barnard (D) $1,000

Hawaii
- ○ S Spark Matsunaga (D) $3,000
- ○ 1 Frederick Rohlfing (R) $2,000
- ○ 2 Daniel Akaka (D) $1,000

Idaho
- ► 1 Ken Pursley (D) $4,000
- ► 2 Stan Kress (D) $5,000

Illinois
- 1 Ray Metcalfe (D) $2,200
- 2 Morgan Murphy (D)
- 3 Martin Russo (D) $4,000
- ► 4 Ron Rodger (D)
- 5 John Fary (D)
- ► 6 Marilyn Clancy (D) $5,000
- 7 Cardiss Collins (D) $150
- 8 Daniel Rostenkowski (D) $1,000
- 9 Sidney Yates (D)
- 10 Abner Mikva (D) $3,500
- 11 Frank Annunzio (D)
- ► 12 Edwin Frank (D)
- 15 Tim Hall (D) $5,000
- 21 Edward Madigan (R) $1,000
- 22 George Shipley (D) $1,000
- 23 Melvin Price (D) $1,000
- 24 Paul Simon (D) $1,600

Indiana
- S Vance Hartke (D) $4,200
- ○ 1 Adam Benjamin (D) $500
- 2 Floyd Fithian (D) $2,500
- 3 John Brademas (D) $1.000
- 4 Edward Roush (D) $2,000
- 6 David Evans (D) $3,000
- ○ 8 David Cornwell (D) $1,000
- 9 Lee Hamilton (D)
- 10 Phil Sharp (D) $2,600
- 11 Andy Jacobs (D)

Iowa
- 1 Edward Mezvinsky (D) $3,000
- 2 Mike Blouin (D) $3,800
- ► 3 Steve Rapp (D) $1,000
- 4 Neal Smith (D) $1,350
- 5 Tom Harkin (D) $4,000
- 6 Berkley Bedell (D) $500

Kansas
- 2 Martha Keys (D) $4,000

Kentucky
- 1 Carroll Hubbard (D) $1,200
- 2 William Natcher (D)
- 3 Romano Mazzoli (D) $4,000
- ► 4 Edward Winterberg (D) $3,000
- 5 Tim Lee Carter (R)
- 6 John Breckinridge (D)
- 7 Carl Perkins (D)

Louisiana
- ○ 1 Richard Tonry (D) $3,000
- 2 Lindy Boggs (D) $1,000
- ► 3 David Scheuermann (D)
- ○ 5 Jerry Huckaby (D) $3,000
- 7 John Breaux (D) $200
- 8 Gillis Long (D) $200

Maine
- S Edmund Muskie (D) $5,300 (Primary and General Election)
- ► 1 Richard Barton (D) $2,000
- 2 William Cohen (R) $2,500

Maryland
- ► 1 Roy Dyson (D) $500
- 2 Clarence Long (D) $225
- ○ 3 Barbara Mikulski (D) $1,000
- ► 4 Werner Fornos (D)
- 5 Gladys Spellman (D) $4,000
- ► 6 Arthur Bond (R)
- 7 Parren Mitchell (D) $100
- ○ 8 Newton Steers (R) $2,000

Massachusetts
- S Edward Kennedy (D) $1,000
- 1 Silvio Conte (R) $1,100
- 2 Edward Boland (D)
- 3 Joseph Early (D) $1,500
- 4 Robert Drinan (D) $3,500
- 5 Paul Tsongas (D) $1,500
- 6 Michael Harrington (D) $1,600
- ○ 7 Edward Markey (D) $1,000
- 8 Thomas (Tip) O'Neill (D) $1,000
- 9 John Moakley (D) $1,400
- 10 Margaret Heckler (R) $1,200
- 11 James Burke (D) $1,000
- 12 Gerry Studds (D) $500

Michigan
- ○ S Don Riegle (D) $8,200 (Primary and General Election)
- 1 John Conyers (D) $100
- ○ 2 Edward Pierce (D) $3,200
- ► 3 Howard Wolpe (D) $3,750
- 5 Richard Vander Veen (D) $2,000
- 6 Robert Carr (D) $3,660
- ○ 7 Dale Kildee (D) $3,000
- 8 Robert Traxler (D) $3,000
- 11 Philip Ruppe (R) $1,100
- ○ 12 David Bonior (D) $6,500 (Primary and General Election)
- 13 Charles Diggs D) $140
- 14 Lucien Nedzi (D)
- 15 William Ford (D) $5,000
- 16 John Dingell (D)
- 17 William Brodhead (D) $4,000
- 18 James Blanchard (D) $1,350

Minnesota
- S Hubert Humphrey (D) $1,300
- ○ 4 Bruce Vento (D) $2,000
- 5 Donald Fraser (D) $1,000
- 6 Richard Nolan (D) $3,000
- 7 Bob Bergland (D) $100
- 8 James Oberstar (D) $1,000

Missouri
- 1 William Clay (D) $400
- ○ 2 Robert Young (D) $2,000
- ○ 3 Richard Gephardt (D) $1.000
- ○ 4 Richard King (R) $2,000
- 5 Richard Bolling (D)
- ○ 6 Morgan Maxfield (D)
- ► 7 Dolan Hawkins (D)
- ○ 9 Harold Volkmer (D) $2,000

Montana
- ○ S John Melcher (D) $5,000
- 1 Max Baucus (D) $3,500
- ○ 2 Thomas Towe (D) $2,500

Nebraska
- ○ 2 John Cavanaugh (D) $5,500 (Primary and General Election)

Nevada
- S Howard Cannon (D) $3,000
- AL James Santini (D) $2,000

New Hampshire
- 1 Norman D'Amours (D) $2,300

New Jersey
- S Harrison Williams (D) $6,125 (Primary and General Election)
- 1 James Florio (D) $2,000
- 2 William Hughes (D) $2,202
- 3 James Howard (D) $700
- 4 Frank Thompson (D) $3,000
- 6 Edwin Forsythe (R) $500
- 7 Andrew Maguire (D) $2,000
- 8 Robert Roe (D) $600
- 10 Peter Rodino (D) $500
- 11 Joseph Minish (D) $500
- 12 Matthew Rinaldo (R) $700
- 13 Helen Meyner (D) $2,500
- ○ 14 Joseph LeFante (D) $500
- 15 Edward Patten (D) $600

New Mexico
- S Joseph Montoya (D) $4,000

New York
- 1 Otis Pike (D)
- 2 Thomas Downey (D) $1,800
- 3 Jerry Ambro (D) $1,100
- 6 Lester Wolff (D)
- 7 Joseph Addabbo (D)
- 8 Benjamin Rosenthal (D) $100
- 9 James Delaney (D) $100
- 10 Mario Biaggi (D) $200
- 11 James Scheuer (D) $200
- 12 Shirley Chisholm (D) $500
- 13 Stephen Solarz (D) $200
- 14 Frederick Richmond (D)
- 15 Leo Zeferetti (D) $2,500
- 16 Elizabeth Holtzman (D) $300
- 17 John Murphy (D)
- 18 Edward Koch (D)
- 19 Charles Rangel (D) $100
- 21 Herman Badillo (D) $200
- 22 Jonathan Bingham (D)
- 24 Richard Ottinger (D) $100
- 25 Hamilton Fish (R) $1,000
- 26 Benjamin Gilman (R) $500
- 27 Matthew McHugh (D) $3,000
- 28 Samuel Stratton (D)
- 29 Ned Pattison (D) $1,500
- 31 Donald Mitchell (R) $1,000
- 32 James Hanley (D) $1,650
- 33 William Walsh (R) $700
- 34 Frank Horton (R) $1,000
- 36 John LaFalce (D) $2,000
- 37 Henry Nowak (D) $1,200
- 39 Stanley Lundine (D) $7,000 (Special and General Election)

North Carolina
- 4 Ike Andrews (D) $500
- 5 Stephen Neal (D) $2,600
- 6 Richard Preyer (D)
- 7 Charles Rose (D) $1,500
- 8 W. G. (Bill) Hefner (D) $500
- ► 9 Arthur Goodman (D) $500
- ○ 11 Lamar Gudger (D) $1,000

North Dakota
- S Quentin Burdick (D) $2,000

Ohio
- S Robert Taft (R) $400
- ► 1 William Bowen (D) $1,000
- ► 2 Thomas Luken (D) $3,000
- 3 Charles Whalen (R)
- 9 Thomas Ashley (D)
- ► 12 Francine Ryan (D) $3,000
- ○ 13 Donald Pease (D) $2,000
- 14 John Seiberling (D)
- 17 John McDonald (D) $3,000
- 19 Charles Carney (D) $1,000
- ○ 20 Mary Rose Oakar (D) $1,000
- 21 Louis Stokes (D) $2,300
- 22 Charles Vanik (D)
- 23 Ronald Mottl (D) $2,000

Oklahoma
- 1 James Jones (D)
- 2 Ted Risenhoover (D) $1,300
- ○ 3 Wes Watkins (D)
- 4 Tom Steed (D)
- ○ 5 Tom Dunlap (D) $4,500
- 6 Glenn English (D) $1,000

Oregon
- 1 Les AuCoin (D) $2,700
- 2 Al Ullman (D)
- 3 Robert Duncan (D)
- 4 James Weaver (D) $2,250

Pennsylvania
- ○ S John Heinz (R) $4,200
- 2 Robert Nix (D)
- ○ 3 Raymond Lederer (D) $1,000
- 4 Joshua Eilberg (D) $600
- 6 Gus Yatron (D) $1,000
- 7 Robert Edgar (D) $3,200
- ○ 8 John Renninger (R) $1,000
- 10 Joseph McDade (R) $500
- 11 Daniel Flood (D) $500
- 12 Jack Murtha (D) $1,000
- 13 Lawrence Coughlin (R) $500
- 14 William Moorhead (D)
- 15 Fred Rooney (D)
- ○ 16 Michael Minney (D) $1,500
- ○ 17 Joseph Hepford (R) $1,500
- ○ 18 Douglas Walgren (D) $2,000
- 20 Joseph Gaydos (D) $500
- 21 John Dent (D) $1,300
- ○ 22 Austin Murphy (D) $3,000
- ► 23 Joseph Ammerman (D) $3,000
- 24 Joseph Vigorito (D) $700
- ► 25 Eugene Atkinson (D) $3,000

Rhode Island
- ○ S John Chafee (R) $2,000
- 1 Fernand St. Germain (D) $700
- 2 Edward Beard (D) $2,000

South Carolina
- 1 Mendel Davis (D) $700
- 3 Butler Derrick (D) $100
- 5 Ken Holland (D) $4,000
- 6 John Jenrette (D) $3,050

South Dakota
- 1 Larry Pressler (R)
- ► 2 Grace Mickelson (D) $2,000

Tennessee
- ► S James Sasser (D) $4,000
- 3 Marilyn Lloyd (D) $1,350
- 5 Clifford Allen (D) $1,000
- 7 Ed Jones (D) $1,900
- 8 Harold Ford (D) $3,100

Texas
- S Lloyd Bentsen (D) $4,275
- 2 Charles Wilson (D) $500
- ○ 5 Jim Mattox (D) $5,000
- 8 Bob Eckhardt (D) $600
- 9 Jack Brooks (D)
- 12 Jim Wright (D) $100
- 13 Jack Hightower (D) $750
- 14 John Young (D)
- 15 E. de la Garza (D)
- 16 Richard White (D)
- 18 Barbara Jordan (D)
- 20 Henry Gonzalez (D)
- ► 22 Bob Gammage (D) $6,000 (Run-off and General Election)
- 23 Abraham Kazen (D)

Utah
- S Frank Moss (D) $3,800
- 1 Gunn McKay (D) $1,100
- ► 2 Daryl McCarty (D) $500

Vermont
- S Robert Stafford (R) $3,200
- AL James Jeffords (R) $300

Virginia
- ► S Elmo Zumwalt (D) $1,100
- ○ 1 Bob Quinn (D) $1,000
- ► 2 Bob Washington (D) $1,500
- ► 4 Billy O'Brien (D) $3,500
- 8 Herb Harris (D) $2,000
- 10 Joseph Fisher (D) $1,000

Washington
- S Henry Jackson (D)
- 1 Joel Pritchard (R)
- 2 Lloyd Meeds (D) $6,500 (Primary and General Election)
- 3 Don Bonker (D) $2,200
- 4 Mike McCormack (D) $2,300
- 5 Tom Foley (D) $500
- ○ 6 Norman Dicks (D) $4,000
- 7 Brock Adam (D) $5,200 (Primary and General Election)

West Virginia
- S Robert Byrd (D) $100
- 1 Robert Mollohan (D) $500
- 2 Harley Staggers (D)
- 3 John Slack (D) $100

Wisconsin
- 1 Les Aspin (D) $500
- 2 Bob Kastenmeier (D)
- 3 Al Baldus (D) $5,000
- 4 Clement Zablocki (D)
- 5 Henry Reuss (D) $200
- 7 David Obey (D) $1,100
- 8 Robert Cornell (D) $5,000
- ○ 9 Lynn McDonald (D) $500

Wyoming
- S Gale McGee (D) $4,600
- AL Teno Roncalio (D) $1,200

The following table shows contributions made to candidates by NEA-PAC during 1975 and 1976 for primary and run-off elections, and fund raisers.

Arizona
- 3 Tony Gabaldon (D) (lost primary) $2,000

California
- 2 Gerald Hill (D) (lost primary) $2,000
- 40 Harry Jeffrey (R) (lost primary) $2,000

Colorado
- Senate Floyd Haskell (D) (fund raiser) $100

District of Columbia
- Walter Fauntroy (D) (fund raiser) $100

Georgia
- 7 Ron Drake (D) (lost primary) $1,500
- 8 W. W. Larsen (D) (lost run-off) $1,000

Hawaii
- Senate Rep. Patsy Mink (D) (lost primary) $3,000
- 2 Joe Kuroda (D) (lost primary) $1,000

Indiana
- 1 Rep. Ray Madden (D) (lost primary) $200

Maine
- 1 David Bustin (D) (lost primary) $2,000

Kansas
- 4 Rep. Garner Shriver (R) (fund raiser) $200

Maryland
- Senate Sen. J. Glenn Beall (R) (fund raiser) $100
- Senate Rep. Paul Sarbanes (D) (fund raiser) $300
- 4 Charles Blumenthal (D) (lost primary) $1,000

Michigan
- 12 Rep. James O'Hara (D) (fund raiser and campaign debt) $4,450

Missouri
- Senate Rep. James Symington (D) (lost primary) $1,600
- 3 Don Gralike (D) (lost primary) $1,000
- 6 Charles Broomfield (D) (lost primary) $1,000

Mississippi
- 4 Thad Cochran (R) (fund raiser) $100

New Hampshire
- 2 Joseph Grandmaisson (D) (primary only) $1,000

New York
- Senate Rep. Peter Peyser (R) (lost primary) $2,200

North Carolina
- 2 Russell Kirby (D) (lost primary) $1,000
- 3 Jimmy Love (D) (lost primary) $2,000
- 10 Rep. James Broyhill (R) (fund raiser) $100
- 11 Glenn Brown (D) (lost run-off) $1,000

Ohio
- Senate Sen. John Glenn (D) (fund raiser) $100
- Senate Rep. James V. Stanton (D) (fund raiser) $200
- 20 Anthony Celebrezze, Jr. (D) (lost primary) $2,500

Pennsylvania
- Senate Jeanette Reibman (D) (lost primary) $5,000
- Senate Rep. William Green (D) (fund raiser) $500
- 23 Marvin Miller (R) (lost primary) $1,000
- 25 Frank Clark (D) (fund raiser) $200

Texas
- 24 Rep. Dale Milford (D) (fund raiser) $100

Tennessee
- 4 Stanley Rogers (D) (lost primary) $1,000

Utah
- 2 Rep. Allan Howe (D) (fund raiser) $100

Virginia
- 1 George Grayson (D) (lost primary) $2,000

Washington
- Senate Rep. Brock Adams (D) (fund raiser) $250

Where the Money Comes From

NEA-PAC Contributions by States

At right is a state-by-state breakdown of NEA-PAC contributions through August 31, 1976. These contributions were made by teachers to support pro-education candidates in 1975 and 1976 for primary, run-off, special, and general elections. Funds were also expended for teacher delegates to the Democratic and Republican national conventions and for contributions to both parties. The contributions represent collections received during the 1974-75 and 1975-76 membership years. States are consistently working to develop productive voluntary contribution systems to obtain an annual $1 contribution per NEA member for NEA-PAC as mandated by the 1973 Representative Assembly.

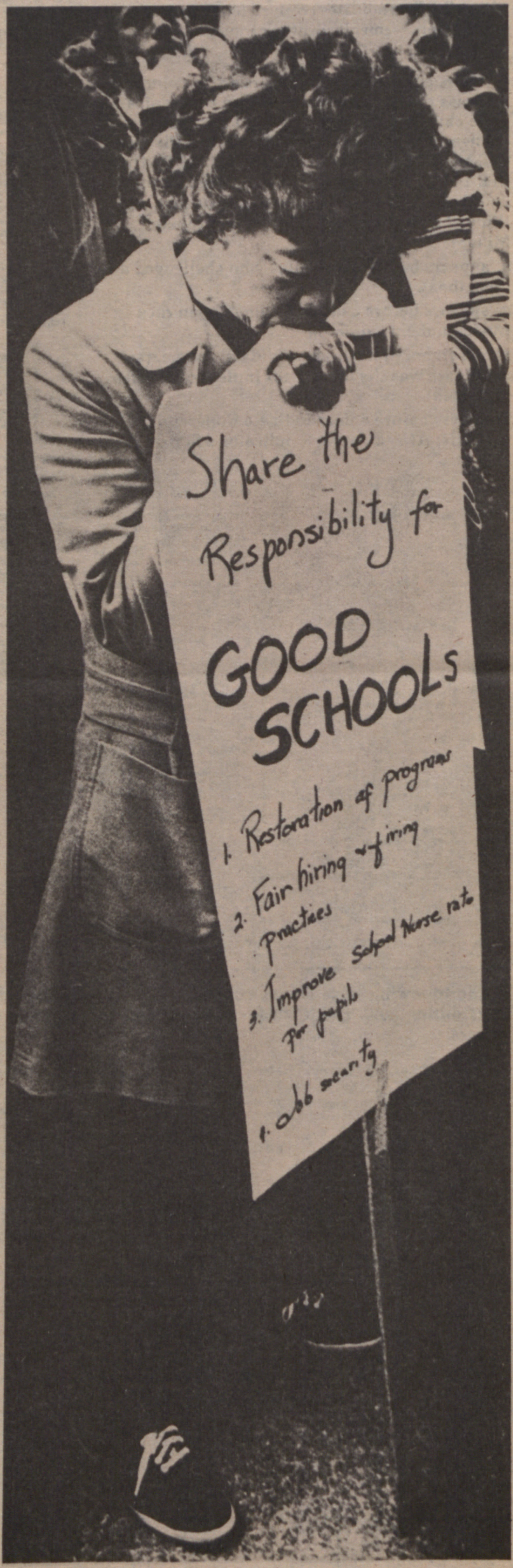
State	Potential based on annual $1 per member	Contributions 1974-75 Membership Year	Contributions 1975-76 Membership Year
Alabama	36,466	$ 9,102.00	$10,198.00
Alaska	4,171	223.00	565.00
Arizona	19,283	336.25	303.00
Arkansas	18,187		537.50
California	145,596	476.55	50,219.45
Colorado	25,161		6,491.40
Connecticut	28,054	19,766.25	23,359.00
Delaware	5,230	1,544.18	1,196.45
District	844	68.00	51.00
Florida	28,353	729.00	699.00
Georgia	42,763	1.00	749.00
Hawaii	6,160		1,369.21
Idaho	8,722	7,625.00	7,786.00
Illinois	66,337	25,003.00	51,153.77
Indiana	39,510	562.81	6,846.15
Iowa	34,196	54.50	8,063.00
Kansas	24,788		16,339.10
Kentucky	27,670	172.24	20,466.79
Louisiana	11,478		
Maine	12,312	5,030.00	5,750.00
Maryland	37,683	197.00	198.00
Massachusetts	62,085	965.00	986.00
Michigan	87,057	83,423.15	77,080.90
Minnesota	40,143	15,000.00	16,000.00
Mississippi	5,381		
Missouri	14,061	1,177.49	1,283.09
Montana	7,020	309.00	281.00
Nebraska	19,460	16,575.11	17,033.46
Nevada	4,761	78.49	1,729.00
New Hampshire	6,414	2,000.00	5,615.50
New Jersey	86,936	8,001.00	13,000.00
New Mexico	10,066		3,094.00
New York	20,000		
North Carolina	48,921	904.20	4,469.00
North Dakota	7,442		2,006.00
Ohio	86,406	500.00	7,573.67
Oklahoma	28,414	812.50	1,245.85
Oregon	23,749	7,833.00	7,653.00
Overseas Ed. Assn.	3,600	150.00	
Pennsylvania	100,749	30,836.00	32,505.00
Puerto Rico	16,506	1.00	
Rhode Island	6,020	8,102.00	7,601.00
South Carolina	22,974	406.49	3,175.34
South Dakota	6,637	448.40	4,588.00
Tennessee	44,743		5,173.00
Texas	118,999		2,089.75
Utah	13,962	7,844.00	8,513.72
Vermont	4,505	789.00	2,601.00
Virginia	46,519	54.00	8,253.00
Washington	36,044	35,640.50	32,507.42
West Virginia	17,059	14.00	611.52
Wisconsin	40,291	248.00	5,094.00
Wyoming	5,079	450.00	1,331.00

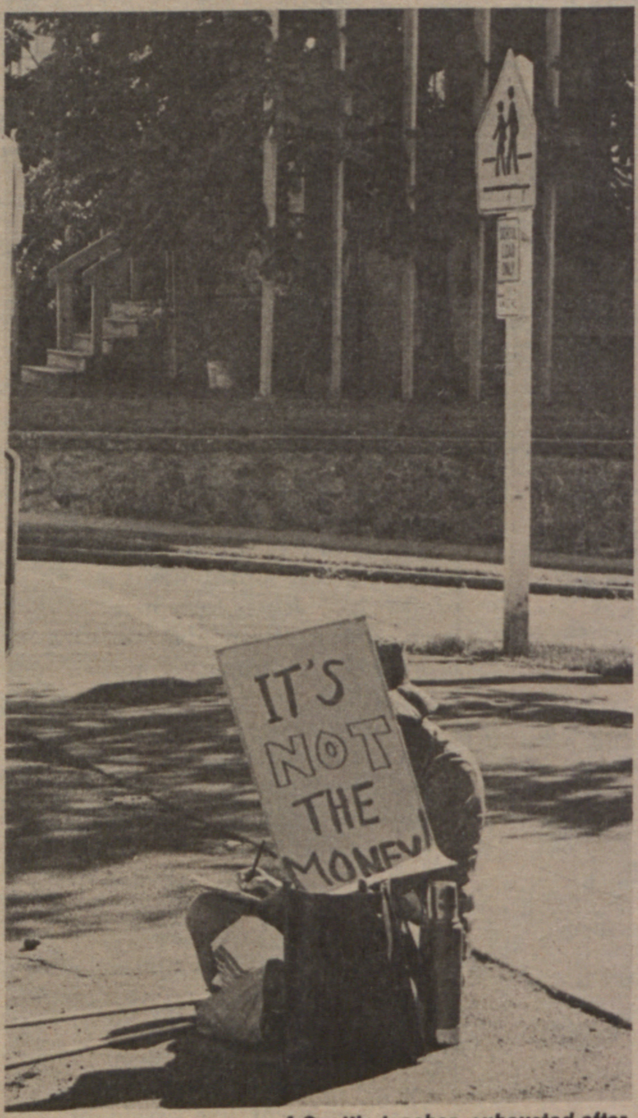
SEATTLE STRIKE–

BIG-CITY SCHOOLS

MUST THEY DETERIORATE?

Dollar problems have hit many of the largest cities in America, and often the schools have been hurt. In New York City, 20,000 teachers laid off, class size in the forties. In Chicago, schools locked up for 16 days, 26,000 teachers with frozen salaries. In some cities, however, NEA teachers have refused to accept school deterioration. Teachers in Seattle and Buffalo this fall said no to cutbacks and made it stick. Here are their stories.





A Seattle teacher, exhausted after a day's picketing, takes a break.

A FINAL OUTCRY AGAINST SCHOOL CUTBACKS

SEATTLE, WASH.—The Seattle Teachers Association staged the first major strike against the Seattle school district this fall—a fully supported 10-day strike which was described as an unqualified success by STA leaders and teachers alike.

In addition to a 16 percent salary increase, teachers here won the rehiring of all 715 employees riffed in 1976 and complete amnesty for all striking employees. Their new contract also includes procedures for teacher transfer, a 180-day calendar, and a modified agency shop provision, retroactive to July 1, which requires all new employees to either join STA or pay a fair-share dues equivalent.

Says STA Executive Director Richard Croll, "There is no doubt in my mind that it was one of the most successful strikes this nation has seen. I would like to emphasize that the strike was won by STA teacher members with total NEA, WEA, and STA staff leadership support. It was a tremendous team effort."

What were the major issues and what circumstances led to such overwhelming support by 95 percent of the district's 4,000 teachers, counselors, paraprofessionals, and office personnel?

"It wasn't the money," said Hilo Hasegawa, picket captain and 23-year veteran teacher at Emerson Elementary. "The strike was an almost inevitable conclusion to two years of bitter frustration."

According to Hasegawa and other district teachers, the strike vote was a final outcry against the school district, the special levy system, and the legislature that seemed to be working together against teachers and education.

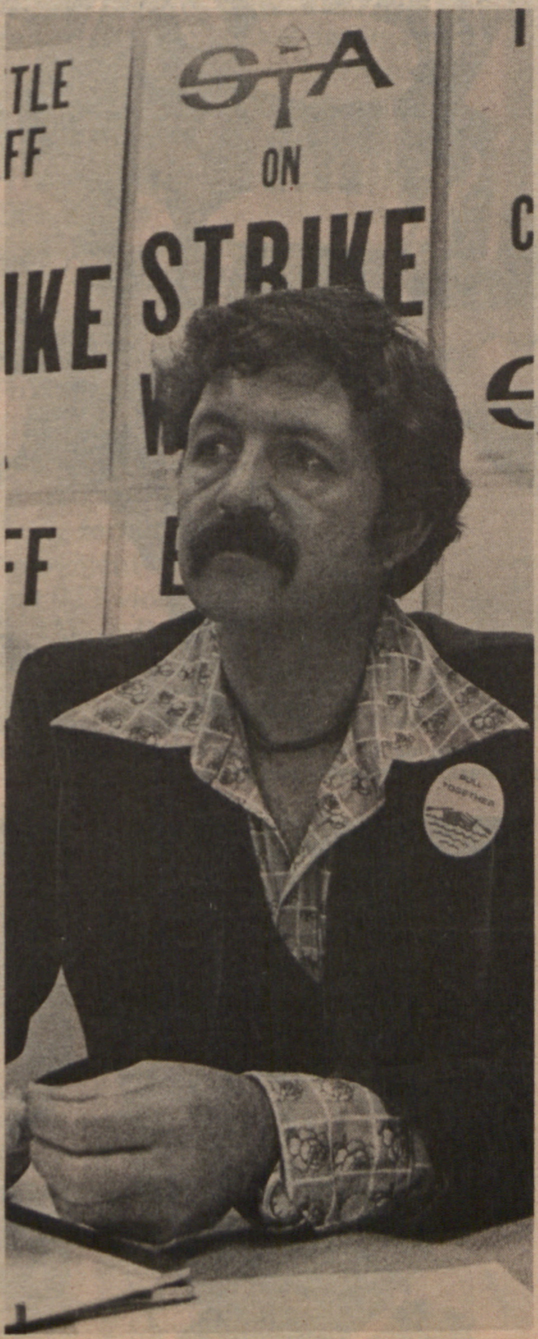
For example, last year, the school district laid off 1,600 teachers and administrators which the district blamed on a levy failure. Teachers and students staged demonstrations following the riffing and the legislature promised to come up with some money to help schools through the next year. It wasn't enough money, however, to save teachers' jobs, so STA members agreed to give up their salary increases to rehire some of those 1,600 laid-off fellow teachers on the promise that they would receive a salary catch-up for those lost pay raises.

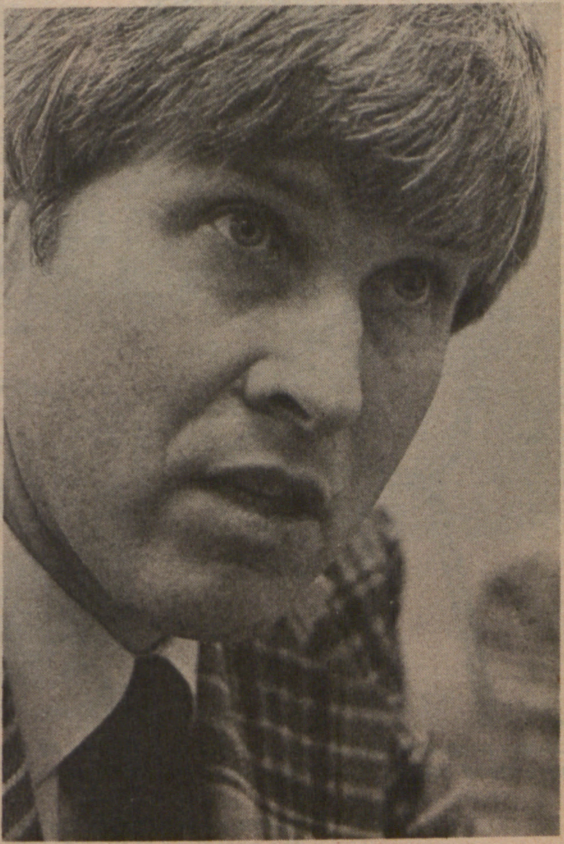
This fall, though, teachers found out they were not going to get that catch-up raise, even though this time the special levy passed. As if that weren't insult enough, the district started to cut into the teaching staff again and riffed 715 teachers, some for the third year in a row.

The last straw was when STA found a $10 million cash balance in district funds which the board denied existed. Even many of the teachers refused to believe it at first. These frustrations, added to the fact that teachers found themselves being transferred from one school to another and being assigned to subjects they didn't know how to teach, brought teachers out of the classrooms and onto the streets. They had had enough.

"The most significant gain," said Pete Neuschwander, STA president, "was in terms of employee morale. This action caused people to feel more together than they've felt for years. People felt good about what they did. They were defending each other."

Hilo Hasegawa, 23-year veteran teacher at Emerson Elementary and picket captain during the Seattle strike, says, "I'd do it again, not for the money, but for the profession."





"The Seattle school employees strike was the result of frustration," said Pete Neuschwander, STA president. "Our people did not want to strike, but they also knew that we had exhausted all other means of solving the issue. So they closed the schools. The strike gave the school employees a sense of unity and self-respect they had not had for many years. They won big. They will not be pushed around again."

Richard Croll, STA executive director: "There is no doubt in my mind that this was one of the most successful strikes this nation has ever seen. It was won by STA members with total WEA, NEA, and STA staff leadership support. It was a tremendous team effort."

BIG-CITY SCHOOLS

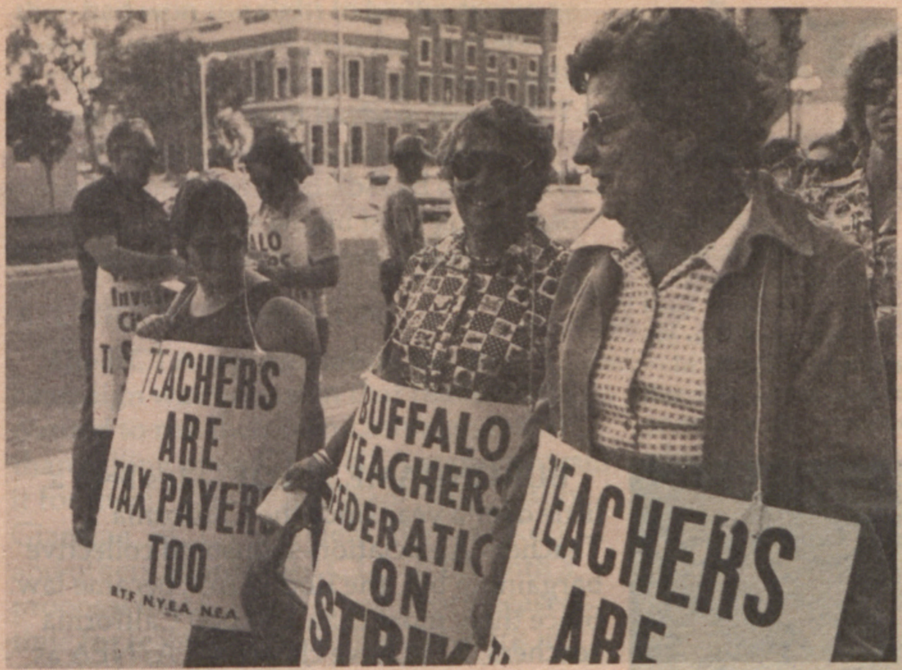
MUST THEY DETERIORATE?

BUFFALO STRIKE SAVES

Library programs like this one at Buffalo's School 45 would have been lost to children if the teachers hadn't stood firm. Library equipment costing hundreds of thousands of dollars would have stood idle, explained Barbara Diebold (above), BTF vice-president, herself a school librarian.

"Teachers proved that they can be the guardians of the educational program," said Buffalo teachers president Thomas Pisa.

The Buffalo Teachers Federation accepted an arbitration procedure that they could only win, according to John Parkes, Buffalo teachers presidential assistant.



Nearly every teacher in Buffalo walked the picket line this fall to force the end to educational deterioration in their city.

The strike by Buffalo teachers probably saved that urban area from becoming another New York City, where financial problems are forcing cutbacks in programs and teachers. Layoffs in New York City have slashed some 20,000 teachers from the rolls, and of course, from the rolls of the United Federation of Teachers, AFT's largest local.

On top of the cuts, UFT has been hit by deprivation of payroll deduction of members' dues, a penalty under state law for last year's strike. UFT officials said that deduction cut-off threatens the very existence of the union and could cost it up to 20 percent of its $11.5 million annual dues.

Court action that challenges the state's right to eliminate the payroll deduction has been launched by the New York Educators Association, UFT-AFT's rival in the state, in conjunction with its Buffalo affiliate. The association lawsuit maintains that the dues check-off is an inequity and a penalty that has not been applied consistently in public employee strikes in New York state.

SCHOOL PROGRAMS

BUFFALO, N.Y.—The 3,500 teachers of this city halted educational deterioration here this fall through a three-week strike that, in the end, gave educators and students benefits the school board had thrown away.

Saved by the strike were elementary school library programs, foreign language programs, many high school academic programs, and elementary art and music classes. Saved were 325 teacher jobs, cut by the board to save money.

In addition, the teachers gained a just-cause dismissal procedure, limits on class size, and a bar to school board subcontracting of educational work.

"Teachers proved that they can be the guardians of the educational program," said Thomas J. Pisa, president of the Buffalo Teachers Federation, an NEA and NYEA affiliate. "We saw that the board was not standing up for education, the city wasn't doing it, so we the teachers had to," Pisa added.

"Further," he said, "the city and the school board, for a good number of years to come, are going to think twice before they put any kinds of screws to the educational system here. They know teachers will not stand for it."

Buffalo teachers voted to strike on Labor Day after the board of education not only refused to consider gains for teachers and for the school program, but attempted to pull back some 15 items won in past years. The board also proposed a complete freeze on teacher salaries, including increments or added dollars for graduate hours.

More than 95 percent of the teachers here honored the strike, which ran from September 7 through September 26. The strike came to an end when BTF negotiators won agreement on some 50 items sought by teachers and arbitration on four more.

The arbitration itself was unusual, according to BTF presidential assistant John E. Parkes. The bargainers here agreed in advance that the results of the arbitration would be in the range between the last demand made by the teachers and the last offer made by the school board. Thus the arbitration panel could not take away gains already won at the table.

"The BTF could only win through this procedure," Parkes said.

The strike also resulted in a 30-day jail sentence for Pisa and a $50,000 fine against the federation. Both were struck down on appeal to the courts, but as of mid-November the board had reinstituted the charges. They are again being appealed in the state courts.

BTF has also gone to the federal courts, filing a lawsuit challenging the constitutionality of the New York Taylor Law's mandatory penalty of the loss of dues check-off for a striking public employee union. With the assistance of NYEA general counsel Paul E. Klein and his staff, the Buffalo association initiated the action after receiving formal charges from the Public Employment Relations Board alleging that BTF violated the Taylor Law by striking. According to Klein, the theory he is advocating is being subjected to court scrutiny for the first time.

Under the law, if the local teachers union is found guilty as charged by PERB, the state agency would enforce the mandatory penalty of loss of dues check-off for a period of time to be determined after formal hearings. In the lawsuit, BTF points out that public employee organizations in jurisdictions not covered by PERB are not subject to loss of dues check-off, even if found guilty of violating the Taylor Law by striking.

BTF President Pisa, who is also a co-chairperson of NYEA, said that "victory in this case will be a major victory for all New York State public employees operating under PERB. It would eliminate one of the major penalties—and one of the law's major inequities—for striking."

More than 95 percent of the Buffalo teachers honored the strike.

In California
Teachers by the Tens of Thousands Choose CTA/NEA

BURLINGAME, CALIF.—It's been a little over a year since the California Teachers Association-sponsored collective bargaining bill, the Rodda Act, became law. Since then, more than 100,000 California teachers, K-14, have chosen CTA/NEA as their bargaining representative.

By mid-November, CTA/NEA had won 41 representation elections and had been voluntarily recognized in another 526 school districts. This compares to a total of only nine districts in the entire state of California that CFT/AFT has won—three through elections and five through voluntary recognitions.

In fact, an increasing number of AFT locals which have challenged CTA/NEA units to an election are withdrawing rather than seeing the election through to the bitter end. AFT locals are finding it much more practical, less expensive, and less embarrassing to pull out from elections they can't possibly win than to hang on.

TEACHER ADVOCATES

What is it about CTA/NEA that appeals to the vast majority of California teachers? Steve Edwards, CTA president says, "For more than a century, CTA has been advocating for teachers. We have a highly capable staff, a sophisticated delivery system. We're not perfect, but we're way ahead of anybody else."

Edwards continued, "Our fall rep election sweep bears out what we said in late spring when it became apparent that the vast majority of California teachers wanted CTA/NEA as their representatives. The growing swell of withdrawals by AFT throughout the state, thus cancelling unnecessary elections, shows that the union recognizes this also. As local chapters are freed from the election campaign, they can again turn to their major task of representing teachers and improving education."

"WE'VE BEEN WAITING"

That's almost word for word what the executive director of the Riverside City Teachers Association said, following RCTA's tumultuous election victory on November 4. "Now we can get on with it," said Dan Stubbs, RCTA executive director. "Our negotiating team is standing by to go to the table to negotiate our first binding contract. We have been waiting for this day."

The RCTA teachers crowded into the small RCTA office following the election victory (RCTA-737; RFT-201) were not gloating over the fact that they had beaten down the Riverside Federation of Teachers, but were emotionally elated that at last

they had won the right to be the exclusive bargaining representative for teachers.

"Now we'll be assured of getting a solid, strong contract," said Barbara Kerr, RCTA vice-president and election campaign coordinator, "not a half-baked one which is more like what we would have gotten had RFT won exclusive representation."

A UNIQUE CAMPAIGN

The RCTA representation election campaign was unique in that the teachers wanted to run their own campaign rather than calling upon CTA/NEA staffers to run it for them. The elected leadership, Jeanne Giardina, RCTA president, Barbara Kerr and others approached CTA/NEA with a proposal that CTA/NEA pay for released time for teachers who wanted to work in the election campaign.

"CTA/NEA okayed it. They gave us the money for released time for our teachers and we knew that we not only had to win, but we had to win big," said Kerr. "Don't misunderstand. It wasn't that we were rejecting CTA staff help. It's just that we had been trained by CTA staff so well, that we wanted to try to pull this thing off by ourselves as much as possible. But, we know we couldn't have been successful without the able direction of executive director, Dan Stubbs, and periodic advice from CTA/NEA staff."

RCTA won its representation election by a 76 percent margin over the challenging RFT. And so it has been going throughout the state with CTA/NEA units receiving a mandate from the overwhelming majority of teachers to represent them at the bargaining table.

CTA/NEA Recognized in Seven Higher Ed Units

BURLINGAME, CALIF.—California community college faculties are also taking advantage of the Rodda Act, the state's new K-14 collective bargaining law.

In seven districts, CTA/NEA chapters have been recognized through consent agreements and are now bargaining for community college faculty.

In 40 of California's 72 community college districts, accounting for about 30,000 of the total 40,000 faculty, elections are anticipated this year which will pit NEA against American Federation of Teachers affiliates in the struggle for exclusive agent status.

NEA President John Ryor visited a number of southern California campuses in October to confer with leaders and members of CTA/NEA chapters.

"Community college faculties deserve the strongest possible representation at the bargaining table and in the state legislature," Ryor told a faculty group at East Los Angeles College. "CTA/NEA has the resources, the services, the experience, the clout, and the commitment to do the job."

The NEA Board of Directors at its September meeting provided a special fund of at least $117,000 to help CTA win bargaining rights in this year's elections. As of November, NEA had three full-time higher ed organizers deployed in California, with a fourth scheduled to arrive in January.

NEA President John Ryor (seated, right) and CTA President Stephen Edwards (center) meet informally with southern California faculty.

Colorado Association's Helpmobile

20 Years of Helping Teachers Teach

ENGLEWOOD, COLO.—"Helping Teachers Teach" is the theme of the Colorado Education Association's Helpmobile, a far-ranging clinic on wheels providing live demonstrations in practical and successful teaching methods for educators.

Six Helpmobiles are held each school year—on Saturdays. The Friday before, most of the 30 demonstration teachers travel via chartered bus to their destination where they set up their classrooms at the host school for the next day's demonstrations.

The program format includes four one-hour sessions—two in the morning and two in the afternoon. It covers a variety of subjects such as early childhood education, foreign languages, social sciences, science, bilingual education, and math. The entire program is offered to local associations and school districts at no cost.

Educators chosen to be Helpmobile demonstrators are called "master teachers." Frank Johnson, CEA's coordinator of professional development and staff consultant to Helpmobile, says names of outstanding teachers across the state are suggested to Helpmobile personnel. After careful screening, the best are asked to serve for up to two years by the Helpmobile Planning Committee chairperson. This year the committee is chaired by Ann Bullen, a teacher from Grand Junction.

The Helpmobile concept was created in 1957 by a teacher, Robert Morton. Since the first one held in Burlington in the spring of 1958, 97 Helpmobiles have been held in every corner of the state.

Teachers helping teachers learn new methods is the key to the Colorado Helpmobile's success. Here, a lesson in embryology.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

NEA Caucuses Concentrate on Minority Concerns

Although members of NEA's five caucuses are concerned with educational matters affecting everyone, they also have their special viewpoints to contribute. The NEA Reporter asked the chairpersons of the five caucuses to explain what their caucus has done and hopes to do. The five caucuses are: Asians and Pacific Islanders, Blacks, Chicanos, First Americans, and Women.

Paul Tanaka

Asians and Pacific Islanders

Eliminating negative racism, stereotyping, discrimination, and misunderstanding are the goals of the NEA Asian and Pacific Islander Caucus, says Chairperson Paul A. Tanaka of Tacoma, Wash. In their place, he would like to see positive cultural contributions, with Asians and Pacific Islanders mentioned for their historical accomplishments, which have gone unnoticed in the past. Over 100 persons belong to the caucus, which has a potential membership of over 10,000. Supporting equal opportunity in education and employment, and bringing NEA's attention to the problems faced by this diverse group in these areas are among caucus goals.

Consuelo Nieto

Chicanos

Members of the Chicano Caucus, representing the second largest minority in the country, want to be represented in all areas of education, says Caucus chairperson Consuelo Nieto, who teaches at California State University at Long Beach. "We want access to NEA decision making. We don't want to be just a side issue." Title IX, for instance, affects not only majority culture girls—"Our girls need role models too." Chicano children who are handicapped need attention, and Chicanos must be included in NEA field training. At the urging of the Chicano Caucus, NEA will monitor bilingual programs, said Nieto, who is concerned that they be of high quality. The caucus challenges the validity of majority culture tests given to Chicano children. Members are concerned with both urban and rural Chicanos, including migrant workers.

Patricia Isom

First Americans

During a special American Indian Philosophy Conference sponsored by NEA, the First American Caucus determined that all Indians should be heard before legislation is proposed. This includes parents as well as educators, rural and urban Indians as well as those living on reservations, and those with traditional views as well as those advocating current educational practices. Some way should be found to certify Indian "wise men" who could pass on learning but who lack formal education; Indian children should not be penalized for taking off Indian religious holidays; and teachers, both Indian and non-Indian, should be helped to understand the uniqueness of Indian children. Caucus co-chairperson Patricia Isom of Okemos, Michigan, said Indian educators seek to preserve traditional cultural values and are working toward passing federal legislation to insure community control.

Blacks

Pat Brown

NEA's Black Caucus exists to promote the cause of black educators, to keep NEA aware of its obligations to blacks and other minority groups, to make sure that unfulfilled promises made to blacks and other minorities are kept, and to assist NEA in getting advancement opportunities and appointive positions for black educators. Caucus chairperson Pat Brown, a third-grade teacher in Indianapolis, is completing a two-year term as head of the 2,000-member organization. *The Black Catalyst*, the caucus's newsletter, keeps members informed of caucus activities and items of general interest. The caucus has 13 regional directors, including directors for overseas, Alaska, and Student NEA who coordinate activities between the regional and the national Black Caucus.

Women

Louise Jones

Passing the Equal Rights Amendment is the primary aim of NEA's Women's Caucus, reports chair Louise Jones of Boise, Idaho. "We use the term chair rather than chairperson because it's much simpler," Jones told the Reporter. The caucus works with other coalition groups supporting ERA, and since Title IX has been passed, the caucus has been working to implement it and to deal with social stresses it will cause. "Patterns will have to change, and people don't always work well under change," Jones explained. "Title IX will have as much impact or more on schools than desegregation, with the same potential for serious changes." Internally, the caucus, with 2,000 members, works to make NEA responsive to the 68 percent of its membership who are women. For the first time, more women than men were delegates at the NEA Annual Meeting this year, while in Philadelphia in 1969, Jones recalls, only 30 percent were female.

JOINT LABOR-HEW STUDY IN MARCH

Migrant Education Programs Extended

WASHINGTON, D.C.—Two migrant education programs that the U.S. Department of Labor wanted to end will be retained, thanks in part to NEA's lobbying efforts. Labor and Health, Education and Welfare will conduct a joint study to decide which department should administer the programs.

NEA favors moving the programs out of Labor, where they were put when the Office of Economic Opportunity was dismantled, and into HEW, under the Office of Education.

HEP—High School Equivalency Program—and CAMP—College Assistance Migrant Program—will continue to be funded through fiscal 1977. Their continuance is assured under the Higher Education Act Amendments of 1976 (PL 94-482), signed October 12, 1976, by President Ford.

The joint study must be completed and reported to Congress within six months after the act was signed, or by March 1977.

NEA's Migrant Project, authorized by resolution 76-28 and operating as part of the Teacher Rights Program, conducted meetings with HEP and CAMP directors, lobbied congressional members and their staff, and supported oversight hearings by Rep. William D. Ford (D-Mich.), chairman of the House Education and Labor's Agricultural Labor subcommittee.

Roy Fuentes, Migrant Project manager, supported moving HEP and CAMP to HEW "because of the Department of Labor's emphasis on manpower programs rather than education programs" in testimony before Ford's subcommittee in December, 1975.

HEP helps young migrant dropouts to pass the test for a high school diploma, and places students in jobs, vocational training programs, colleges and universities. CAMP helps HEP graduates and other migrant youths to attend college by offering financial aid as well as academic, personal and family counseling to help them get through the first year of college. Both programs are funded under the Comprehensive Employment and Training Act of 1973.

Hal Linden, star of the TV series "Barney Miller," is host on a new ABC-TV children's series called "Animals, Animals, Animals." NEA is recommending the series, which is written and produced by Lester Cooper, with Maureen Miletta as NEA consultant. "Animals, Animals, Animals," exploring the relationship of animals and man, is aired on Sundays at 11:30 a.m. Eastern time.

Free Speech at Issue

Texas Teacher Wins Reinstatement

WASHINGTON, D.C.—A Texas teacher who was nonrenewed last year has won reinstatement, back pay with benefits, and $6,000 in attorney's fees. A U.S. District Court found that the teacher's contract was nonrenewed because of activities protected by the First and Fourteenth Amendments to the Constitution.

The NEA DuShane Fund, the Texas State Teachers Association, and the Texas Classroom Teachers Association financed the litigation; a DuShane network attorney defended the teacher.

The teacher, who taught seventh- and ninth-grade English, was nonrenewed at the end of the 1974-75 school year and was unable to find another teaching position because of publicity about his difficulties. The record shows that early in 1975, he was elected president of a local chapter of the American Civil Liberties Union, and that the election was publicized in the local media. Sometime later, one of his students asked him, between classes, for ACLU materials and membership information. The teacher complied, making sure that no materials were distributed during classtime—although the history and purposes of the ACLU were discussed.

The school district then took two conflicting courses of action. The principal advised the superintendent that the teacher would be considered probationary—despite his having taught for six contract years—and that his contract would not be renewed unless he proved he supported school policies and used approved materials in class—despite no evidence of any written policy requiring prior clearance of materials. The teacher's name was subsequently excluded from the list of teachers to be renewed for the next school year.

The court found that the teacher was placed on probation and nonrenewed for his ACLU activities, which are protected by the First Amendment rights of free speech and freedom of association and the Fourteenth Amendment's guarantee of equal protection of the laws. The court awarded attorney's fees based on its finding that the school district's actions were "unreasonable and obdurately obstinate," and reinstatement effective as of the beginning of the 1975-76 school year.

April 1 Deadline For NEA Candidates

WASHINGTON, D.C.—April 1 is the deadline for advance filing for candidates for NEA office who wish to have pictures and biographical data published in the NEA REPORTER. Information for candidates, including the official filing form, may be obtained from the NEA Executive Office.

NEA officers to be elected at the 1977 Annual Meeting in Minneapolis/St. Paul are president, vice-president, and two members of the Executive Committee. The Annual Meeting will take place July 2-7; registration, exhibits, and campaigning will start on July 1.

Submission of filing forms does not constitute nomination for office. Nominations will take place during the first meeting of the Representative Assembly.

The NEA Constitution provides that candidates for executive office or Executive Committee must have been a member of NEA for the five-year period preceding their candidacy.

Communications should be directed to the NEA Executive Office, attention Irma Kramer.

Federal Commission Seeks Teacher Ideas on Travel Problems

WASHINGTON, D.C.—The Federal Trade Commission announced here that it is examining consumer complaints regarding the travel industry. The investigation is broad based and covers travel experiences of the general public.

NEA has cooperated with the commission by making known problems it has experienced with hotels, airlines, and various support services required by travelers involved in group programs. Teachers interested in sharing specific problems they have experienced in educational or recreational travel may do so by writing to Rodney Gould, Assistant Regional Director, Boston Regional Office, Federal Trade Commission, 150 Causeway Street, Rm. 1301, Boston, Mass. 02114.

NEA-AFT Statistic of the Month

NEA Does More To Defend Teacher Rights

	Staff assigned to defense and legal help for teachers	Expenditures for teachers' legal defense (1975-76)
NEA	14	$4,285,526
AFT	2	$210,330

THE NEW COPYRIGHT LAW ©

A Victory for the Classroom

WASHINGTON, D.C.—Teachers and college faculty will soon be able legally to make a copy of a chapter of a book or an article, short story or poem, chart, or picture from a book, periodical, or newspaper. They will be allowed to make a copy for themselves plus copies of excerpts for the students in their classroom. They will be able to display and project these copies within the classroom, or if the article is less than 2,500 words they may make copies for each student in the class.

These rights are spelled out in Public Law 94-553, the first copyright revision law since 1909.

The key provision for teachers goes into effect January 1, 1978. From that time, teachers will be able to:

- make a single copy of a book chapter, a magazine or newspaper article, a short story, or an illustration for their own professional use
- make multiple copies of this material for their students for immediate, temporary classroom use
- make copies of musical excerpts for class use.

There will still be limits on teacher use of copyrighted material. For example, the use must be nonprofit in character; the copies must be for temporary use only; and the individual teachers must spontaneously select the work for copying—it cannot be material planned long in advance or for use in a number of courses. (There are other limits, too; see text of the law, next page.)

The key to the new rights of teachers under the revised law is the legal doctrine of "fair use." This doctrine has never been spelled out by Congress before, although the courts have taken it into consideration in lawsuits against alleged violators of copyrighted material. The new law restates the judicial doctrine of fair use and outlines specific guidelines, and makes it clear that fair use includes multiple copies of excerpts for classroom use.

The new law also, for the first time in copyright practice, shifts the burden of proof from an innocently infringing teacher to the copyright owner. Further, the law forbids a court from assessing damages against a teacher who innocently infringes on copyrighted material.

NEA LED THE FIGHT FOR TEACHERS

For the past 13 years, NEA has led the fight—successful this year—to give teachers and college faculty the right to make fair classroom use of copyrighted materials.

NEA launched its concern about classroom use of copyrighted material in 1963, when the Association organized the Ad Hoc Committee on Copyright Law Revision. Representing 42 organizations and interests, this coalition was unique in its time in the educational world. It developed a consensus and became the principal spokesperson for the education community in lengthy Congressional copyright struggles.

NEA provided the chairman for the Ad Hoc Committee for most of its life, and NEA staffed and coordinated the committee's work, including its testimony before Congress.

NEA was also a member of a negotiating committee that reached agreement with publishers of books, periodicals, and music—an agreement that produced specific guidelines on what teachers may copy as a minimum.

NEA played an important cooperative role, along with public broadcasters, in obtaining statutory authority for public broadcasting to use copyrighted material (subject to royalty arrangements).

NEA played a major role, too, in persuading Congress to eliminate from the proposed law a provision which would have authorized the federal government to copyright its own periodicals, a move that would have hindered free access to government publications.

Throughout the 13 years of lobbying for change in the copyright law, NEA consistently made the point that educational users need protection over and above that provided to commercial users because educators have a public responsibility to teach children and adults. NEA stressed that teachers do not use copyrighted material for their own gain, but on behalf of students—including the children of the authors and publishers who benefit from copyright protection.

WHAT IT SAYS

The "fair use" section of the revised copyright law (PL 94-553) spells out the rights of teachers. This section of the law goes into effect January 1, 1978.

. . . the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

GUIDELINES

I. *Single Copying for Teachers*

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

A. A chapter from a book;

B. An article from a periodical or newspaper;

C. A short story, short essay or short poem, whether or not from a collective work;

D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

II. *Multiple Copies for Classroom Use*

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; *provided that:*

A. The copying meets the tests of brevity and spontaneity as defined below; *and*

B. Meets the cumulative effect test as defined below; *and,*

C. Each copy includes a notice of copyright.

Definitions

Brevity

(*i*) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(*ii*) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(*iii*) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(*iv*) "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

(*i*) The copying is at the instance and inspiration of the individual teacher, and

(*ii*) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(*i*) The copying of the material is for only one course in the school in which the copies are made.

(*ii*) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(*iii*) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. *Prohibitions as to I and II Above*

Notwithstanding any of the above, the following shall be prohibited:

(A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

(B) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

(C) Copying shall not:

(a) substitute for the purchase of books, publishers' reprints or periodicals;

(b) be directed by higher authority;

(c) be repeated with respect to the same item by the same teacher from term to term.

(D) No charge shall be made to the student beyond the actual cost of the photocopying.

GUIDELINES FOR THE EDUCATIONAL USES OF MUSIC

A. *Permissible Uses*

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

2. (a) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.

(b) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is, (1) confirmed by the copyright proprietor to be out of print or (2) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.

3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. *Prohibitions*

1. Copying to create or replace or substitute for anthologies, compilations or collective works.

2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.

3. Copying for the purpose of performance, except as in A(1) above.

4. Copying for the purpose of substituting for the purchase of music, except as in A(1) and A(2) above.

5. Copying without inclusion of the copyright notice which appears on the printed copy.

Harold E. Wigren, of NEA's Instruction and Professional Development staff, has been the Association's chief spokesperson on copyright for more than a decade. The NEA REPORTER *asked him about the new revisions.*

Harold Wigren

REPORTER: Have teachers and college faculty exercised restraint in the use of copyrighted material over the years?

WIGREN: Very definitely so. The uncertainty as to what could be done under the fair use doctrine has restricted teachers from using what they legitimately could have used and which they now will be able to use under the law. This uncertainty also encouraged under-the-table uses. This also has worked in reverse. One is reminded of the prohibition amendment—sometimes the practice far exceeded what actually is permitted by the law itself.

REPORTER: What will be the major effect of the new copyright revision?

WIGREN: We now will have, for the first time, several things under the new law. First, a statutory statement that includes multiple copies of excerpts for classroom use. Second, a statutory statement that provides the nature and character of the use. The nature and intent of the use in a commercial situation, for commercial purposes, now will be different from a nonprofit educational use.

There is also a revolutionary change in what might be called the penalty provision. Under the new law innocent educational infringers are exempt from any penalty. The burden of proof has shifted from the innocent teacher to the publisher or the author. Teachers no longer have to prove that they did not infringe, but the author or the publisher has to prove that the teacher did infringe.

REPORTER: This has been a long fight for teachers, hasn't it?

WIGREN: Yes, it goes back to 1963.

REPORTER: What was the hardest part of the fight over those 13 years?

WIGREN: The hardest part of the fight was to keep interest up. Because it dragged on so long.

REPORTER: Why did it take so long?

WIGREN: Mainly, there were so many interests involved. At one stage, we were the ones that kept the bill from going through. We blocked it until we got what teachers should have in it. Sometimes we forget the only way to win some battles is by a sustained effort through a national organization through many years. I think teachers may feel that new legislation can be disposed of quickly—in just a few weeks. But the most difficult thing is to keep the fires heated up, especially in a struggle that goes on over a decade.

REPORTER: Is NEA now saying to teachers that they can now copy anything they want?

WIGREN: No, certainly not. The new law is not a hunting license to do anything you please in copying materials. Many of our members are authors, and we have tried to strike a fair balance between the rights of the authors and the rights of the users. But we never felt that we had that fair balance until this year.

REPORTER: Now that this bill is passed and goes into effect January 1, 1978, we can forget about copyright and teachers' rights relating to it, can't we?

WIGREN: No, I'm sorry, we cannot. Because we must constantly be alert every day about new developments. A new commission has been established by Congress in this area, and it has to be monitored. It has begun hearings, and what we fear most is that out of these hearings will come a recommendation by the commission itself that Congress re-open what we've won in teachers' rights to use copyrighted materials. The role of NEA must be eternal vigilance to protect these victories.

NEA FINANCIAL REPORT TO MEMBERS

by Secretary-Treasurer John T. McGarigal

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES AUGUST 31, 1976 AND 1975
GENERAL FUND

ASSETS

	1976	1975 (Restated Note 1)
Cash	$ 321,564	$ 2,046,000
Short term investments, at cost	2,000,000	3,000,000
Membership dues receivable from certain state associations—		
Notes due over extended periods (Note 3)	741,245	1,001,375
Other, net of reserves for cancellations of $785,177 in 1976 and $822,277 in 1975 (Note 3)	10,490,245	5,858,186
Accounts receivable—publication sales and advertising	51,787	92,782
Amounts due from governance and non-governance affiliates and other organizations (including notes receivable of $145,500 in 1976 and $217,500 in 1975) (Note 2)	442,799	344,702
Investment in non-operating land and land improvements, at cost (Note 2)	929,915	906,700
Investment securities, at cost (quoted market value of $1,857,000 in 1976 and $1,626,000 in 1975) (Note 2)	1,937,388	1,990,408
Other assets	589,565	374,694
Total General Fund assets	$17,504,508	$15,614,847

LIABILITIES AND FUND BALANCES

	1976	1975 (Restated Note 1)
Liabilities:		
Accounts payable and accrued liabilities	$ 1,887,212	$ 1,538,201
Accrued vacation	1,980,290	1,888,509
Accrued severance pay	703,054	588,598
Amount payable to state and local associations under indemnification agreements (Note 4)	1,130,593	781,079
Amount payable to Special Purpose Funds (Note 2)	480,984	444,512
Amounts held for governance and non-governance affiliates and other organizations (Note 2)	218,783	324,464
	6,400,916	5,565,363
Fund balance (Note 2):		
General reserve, beginning of year	10,049,484	6,582,744
Excess of income over expenses	—	3,466,740
General reserve, end of year	10,049,484	10,049,484
Operating reserve, beginning of year	—	—
Excess of income over expenses	1,054,108	—
Operating reserve, end of year	1,054,108	—
Total fund balance	11,103,592	10,049,484
Total General Fund liabilities and fund balance	$17,504,508	$15,614,847

CAPITAL IMPROVEMENT FUND

	1976	1975
Cash	$ 25,890	—
Note receivable (Note 5)	350,000	—
Accrued interest receivable	4,958	—
Land, at cost (Note 5)	1,753,777	$ 2,024,692
Buildings, at cost, not being depreciated (Note 5)	11,431,128	11,635,213
Total Capital Improvement fund assets	$13,565,753	$13,659,905

	1976	1975
Fund balance (Note 2):		
Balance, beginning of year	$13,659,905	$13,659,905
Interest income	4,958	—
Loss on sale of land and building (Note 5)	(99,110)	—
Balance, end of year	13,565,753	13,659,905
Total Capital Improvement Fund balance	$13,565,753	$13,659,905

STATEMENT OF GENERAL FUND SOURCES AND USES OF CASH FOR THE YEARS ENDED AUGUST 31, 1976 AND 1975

	1976	1975 (Restated Note 1)
Sources of Cash:		
Membership dues		
Current year	$34,442,154	$34,237,099
Prior years	6,044,524	5,488,582
Advertising and publication sales	1,197,015	980,000
Proceeds from matured short term investments	1,000,000	—
Fees and services, principally for governance and non-governance affiliates and other organizations	587,982	854,434
Interest and investment income	334,883	368,367
Excess of receipts (disbursements) for Special Purpose Funds	36,472	(42,833)
Total sources of cash	43,643,030	41,885,649
Uses of Cash:		
Expenses	44,124,384	37,304,732
Purchase of short term investments	—	2,000,000
Indemnification payments to state and local associations for loss of memberships	730,486	790,955
Excess of disbursements (receipts) for governance and non-governance affiliates and other organizations	175,849	(84,691)
Commissions, production and promotional charges for advertising and publications	164,115	194,264
Other	172,632	(12,085)
Total uses of cash	45,367,466	40,193,175
(Decrease) increase in cash	(1,724,436)	1,692,474
Cash balance, beginning of year	2,046,000	353,526
Cash balance, end of year	$ 321,564	$ 2,046,000

STATEMENT OF GENERAL FUND INCOME AND EXPENSES FOR THE YEARS ENDED AUGUST 31, 1976 AND 1975

	1976 Budget	1976 Actual	1975 Actual (Restated Notes 1 and 2)
Income:			
Membership dues (net of indemnification agreement allowances of $1,080,000 in 1976 and $507,979 in 1975)	$40,217,000	$43,778,607	$39,319,081
Advertising	500,000	501,894	483,904
Publication sales	350,000	490,011	320,135
Interest and investment income	75,000	317,649	365,174
Fees and services principally for governance and non-governance affiliates and other organizations	500,000	615,911	850,780
Miscellaneous	100,000	29,668	81,268
	41,742,000	45,733,740	41,420,342
Expenses:			
An Independent, United Teaching Organization	6,044,104	5,815,271	6,593,864
Professional Excellence	4,274,781	4,245,353	3,929,091
Economic and Professional Security for All Educators	5,643,978	6,638,315	2,541,161
Significant Legislative Support for Public Education	1,826,743	1,853,867	1,745,638
Human and Civil Rights in Education	3,414,950	3,299,366	2,593,577
Leadership in Solving Social Problems	187,390	159,330	289,924
Basic Support Systems:			
Research	720,125	713,360	687,756
Communications	2,193,236	2,250,884	1,665,443
Uniserv	9,020,068	8,963,493	7,780,619
Governance	2,732,845	3,196,876	3,131,750
Administration	2,878,808	2,796,667	2,614,337
Business and Financial Management	4,815,472	4,592,325	4,283,358
Miscellaneous	—	154,525	97,084
	$43,752,500	44,679,632	37,953,602
Excess of income over expenses		$ 1,054,108	$ 3,466,740

SCHEDULE OF EXPENSES BY TYPE

	1976	1975
Salaries and benefits	$15,551,346	$14,338,172
Grants to and joint projects with state and local associations	10,224,597	9,211,457
Travel	5,628,834	4,329,107
Publication costs	2,929,948	2,131,571
Outside services (consultants, printing, legal, audit, other)	4,160,539	2,958,530
Office expenses (telephone, office supplies, utilities, other)	2,313,950	1,601,619
Administrative expenses (interest, insurance, rent, other)	1,096,093	986,697
Grants to affiliates (including grants to DuShane Emergency Fund of $1,688,036 in 1976 and $1,350,000 in 1975—Note 6)	1,903,986	1,491,764
Machinery rentals, repairs, materials and supplies	870,339	904,685
	$44,679,632	$37,953,602

STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCE (NOTE 2) AUGUST 31, 1976
SPECIAL PURPOSE FUNDS

ASSETS

Cash	$ 7,834
Receivables on contracts	179,735
Receivables from travel tour participants	160,950
Advance payments made on travel tours	194,546
Investment securities, at cost (quoted market value of $151,000)	193,130
Amount due from General Fund	480,984
Total assets	$1,217,179

LIABILITIES AND FUND BALANCE

Liabilities:	
Accounts payable and accrued liabilities	$ 534,477
Deferred income on travel tours	137,786
	672,263
Fund balance, after deduction of deficit balances in certain funds of $339,324	544,916
Total liabilities and fund balance	$1,217,179

STATEMENT OF SPECIAL PURPOSE FUNDS RECEIPTS, DISBURSEMENTS AND FUND BALANCE (NOTE 2) FOR THE YEAR ENDED AUGUST 31, 1976

	Balance August 31, 1975*	Cash Receipts		Cash Disbursements	Cumulative Effect of Change to the Accrual Basis at August 31, 1976 (Note 2)	
		Association	Other		Adjustments (net)	Balance
DuShane Emergency Fund (Note 6)	$ 188,539	$1,688,036	$ 125,491	$ 1,373,318	$(313,637)	$315,111
Reserve for Employee Retirement Benefits	303,330	—	—	15,713	—	287,617
Hilda Maehling Fellowship Fund	104,563	—	31,711	2,839	—	133,435
Committee on International Relations	(131,533)	—	250,380	215,679	168,909	72,077
William G. Carr Scholarship Award	45,553	2,000	3,032	992	—	49,593
Educational Technology Contracts and Grants	5,388	13,000	300	3,844	—	14,844
School Nurses Project	11,817	35,300	—	42,436	—	4,681
Global Teachers Meeting	—	—	30,000	26,848	—	3,152
Givens Room Project	1,752	—	—	75	—	1,677
Bicentennial Essay Contest	5,181	—	—	4,162	—	1,019
Bicentennial Sculpture	528	—	120	—	—	648
Peace Studies Exposition	(245)	—	2,500	1,869	—	386
Women's Caucus	945	—	—	945	—	—
NCUEA Project	—	—	8,280	8,280	—	—
Bicentennial Guidebook Project	2,177	—	—	2,177	—	—
Compensatory Education Project	(750)	—	750	—	—	—
National Institute of Education	—	—	—	11,243	10,827	(416)
USOE Ethnic Studies Grant	6,583	—	37,500	45,400	—	(1,317)
Special Services and Educational Travel Trust Funds	142,480	—	9,273,361	9,750,301	(3,131)	(337,591)
	$686,308	$1,738,336	$9,763,425	$11,506,121	$(137,032)	$544,916

*Restated—See Note 2

To the Executive Committee and Members of the
National Education Association of the United States

We have examined the statement of assets, liabilities and fund balances of the General Fund and Capital Improvement Fund of the National Education Association of the United States as of August 31, 1976 and 1975 and the related statements of General Fund income and expenses and sources and uses of cash for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

As described in Note 1, the accompanying General Fund and Capital Improvement Fund financial statements as of August 31, 1975 have been restated in accordance with the provisions of the Association's New Bylaws which became effective as of September 1, 1975.

As described in Note 3, the Association filed a lawsuit against the New York State United Teachers in September 1976 to collect unpaid membership dues for fiscal 1976. Although management believes that the prospects for collection of the unpaid dues are favorable, we are unable to currently evaluate the Association's prospects for such collection.

In our opinion, subject to the effects of such adjustments, if any, as might have been required had the outcome of the matter regarding the ultimate collectibility of membership dues referred to in the preceding paragraph been known, the financial statements examined by us present fairly the assets, liabilities and fund balances of the General Fund and Capital Improvement Fund of the National Education Association of the United States at August 31, 1976 and 1975 and the General Fund income and expenses and sources and uses of cash and the changes in the Capital Improvement Fund for the years then ended, in conformity with generally accepted accounting principles. These principles have been applied on a consistent basis after the restatement for the change, with which we concur, described in Note 1.

We have also examined the statement of assets, liabilities and fund balance of the Special Purpose Funds as of August 31, 1976 and the related statement of receipts, disbursements and fund balance for the year then ended by similar auditing procedures. As described in Note 2, the accompanying statement of assets, liabilities and fund balance of the Special Purpose Funds at August 31, 1976 gives effect to a change in the method of accounting for Special Purpose Funds from the cash basis to the accrual basis. It was impracticable, however, to determine the adjustments necessary to reflect the use of the accrual basis method of accounting as of the beginning of fiscal year 1976; accordingly, the activities of the Special Purpose Funds for the year ended August 31, 1976 are presented in the accompanying statement of receipts, disbursements and fund balance on the cash basis. In our opinion, the Special Purpose Funds statement of assets, liabilities and fund balance examined by us presents fairly the assets, liabilities and fund balance of the Special Purpose Funds at August 31, 1976, in conformity with generally accepted accounting principles. Also, in our opinion, the statement of receipts, disbursements and fund balance for the year ended August 31, 1976 presents fairly the information shown therein.

Washington, D. C.
October 21, 1976

Price Waterhouse Co.

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1976 AND 1975

NOTE 1—NEW BYLAWS AND RESTATEMENT OF FINANCIAL STATEMENTS

In accordance with the Association's New Bylaws which became effective September 1, 1975, the assets, liabilities, income, expenses and fund balance previously included in the Permanent Fund were transferred to the General Fund as of that date. In addition, the land and buildings previously included in the General Fund were transferred to a newly designated Capital Improvement Fund. The accompanying General Fund and Capital Improvement Fund financial statements for the year ended August 31, 1976 are presented in accordance with the New Bylaws and the financial statements for the year ended August 31, 1975 have been restated to conform to the 1976 presentation.

The principal effect of the restatement of the August 31, 1975 financial statements is that the previously reported general reserve balance of the General Fund was increased from $2,581,241 to $10,049,484 and the excess of income over expenses of the General Fund for the year ended August 31, 1975 was increased from $2,798,765 to $3,466,740. In addition, the transfer of the land and buildings from the General Fund to the Capital Improvement Fund reduced the total fund balance of the General Fund by $13,659,905 and correspondingly increased the fund balance of the Capital Improvement Fund by the same amount.

NOTE 2—ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The Association is a nonprofit corporation incorporated under a special act of the United States Congress. The Association is exempt from federal tax under Section 501(c)(6) of the Internal Revenue Code except for income derived from unrelated business activities. For the years ended August 31, 1976 and 1975, the Association incurred a loss from these activities; accordingly, no provision for income taxes has been included in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates and Other Organizations

The Association provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations which also offer services to members of the Association and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of the Association. Accordingly, the accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by the Association as custodian.

General Fund Budget

The budget of the Association is designed to achieve the goals and objectives of the Association. The budget amounts included in the General Fund statement of income and expenses are as approved by the Association's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly. The 1975 expenses by goal have been reclassified to conform with 1976 budget classifications.

General Fund Operating Reserve

In accordance with the Association's New Bylaws, the Board of Directors authorized the transfer of the excess of income over expenses for the year ended August 31, 1976 directly to an Operating Reserve and directed that any excess of income over expenses for the year ended August 31, 1977 be allocated in the same manner. Appropriations from the Operating Reserve may be made only after approval by a two-thirds vote of the Board of Directors.

Life Memberships

In July 1973, the Representative Assembly approved the discontinuance of life memberships. However, all life membership applications received prior to that date will continue in force under their original terms which allow for the payment of life memberships in equal instalments over a period of 10 years.

For the years ended August 31, 1976 and 1975, total life membership receipts were $2,004,754 and $2,172,838, respectively. Such amounts are included in membership dues in the accompanying statement of General Fund income and expenses. At August 31, 1976, the aggregate amount receivable from life membership applications received prior to July 1973 was approximately $7,312,000. This amount has not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Capital Improvement Fund

In accordance with the New Bylaws, the Capital Improvement Fund consists of the properties and permanent investments of the Association. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds

The Association has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Emergency Fund (see Note 6), government and private contracts and grants, the organization of travel tours and the administration of various services such as annuity and insurance plans for members.

The previously issued financial statements of the Special Purpose Funds were presented on the cash basis and, accordingly, did not include amounts for income earned but not collected or expenses incurred but not paid. Effective September 1, 1976, the Association changed the method of accounting for Special Purpose Funds from the cash basis to the accrual basis. In anticipation of this change in accounting, the Association prepared the accompanying statement of assets, liabilities and fund balance at August 31, 1976 on the accrual basis. It was impracticable, however, to determine the necessary accrual basis adjustments as of the beginning of fiscal year 1976. Accordingly, the activities of the Special Purpose Funds for the year ended August 31, 1976, are presented on the cash basis and the fund balances at August 31, 1976 have been adjusted for the cumulative effect of recording the necessary accrual basis adjustments at that date.

In 1976, certain funds previously designated as Special Purpose Funds were transferred to the General Fund. These funds aggregated $61,223 as of August 31, 1975 and the Special Purpose fund balances have been restated to reflect the transfer.

Investment in Non-Operating Land and Improvements

The Association (General Fund) owns approximately 27 acres of land in Reston, Virginia. The costs of owning the land, primarily real estate taxes, are added to its original cost when incurred. The land was last appraised in 1973 at a value of approximately $1,200,000 to $1,450,000.

Investment Securities

The General Fund investment securities consist primarily of a 99% interest in a pooled investment fund administered by a commercial bank. The investment is recorded at original cost which is adjusted for realized gains and losses only upon the addition or withdrawal of a participant from the pooled investment fund.

Property, Equipment and Depreciation

The Association does not provide for depreciation on its buildings because it is the intention to finance future building replacements, when required, from sources other than income or capital. Building additions and major improvements are financed from the Capital Improvement Fund. Furniture and equipment are financed from the General Fund and are expensed when purchased.

NOTE 3—MEMBERSHIP DUES RECEIVABLE FROM CERTAIN STATE ASSOCIATIONS

A portion of the membership dues not paid by certain state associations is represented by interest-bearing notes which are payable to the Association in varying amounts through 1981. The following is a summary of these notes as of August 31, 1976 and 1975:

Representing dues receivable applicable to fiscal year:	Balance as of August 31, 1976	1975
1972 and prior	$260,290	$1,001,375
1975	371,396	—
1976	109,559	—
	$741,245	$1,001,375

As a result of an action taken at its 1976 Representative Assembly, the New York State United Teachers (NYSUT) terminated its affiliation with the Association as of March 5, 1976 and ceased transmitting to the Association the fiscal 1976 dues of the Association members in New York State. At August 31, 1976, the amount of dues not transmitted was $3,303,419. When NYSUT did not respond to requests for payment of the dues, the Association instituted legal action against NYSUT in mid-September 1976 to collect the unpaid dues and other damages based upon the Association's contention that NYSUT violated a Merger Agreement and Plan of Consolidation. Subsequent to the filing of the lawsuit, NYSUT paid $966,120 of the dues and stated that it is holding $1,000,000 to cover alleged claims against the Association.

Management believes that the prospects for collection of the unpaid portion of the dues, which amounts to $2,337,299, are favorable. Accordingly, no provision for loss has been included in the accompanying financial statements.

NOTE 4—AMOUNT PAYABLE TO STATE AND LOCAL ASSOCIATIONS UNDER INDEMNIFICATION AGREEMENTS

The amount payable to state and local associations under indemnification agreements represents an estimate of the Association's liability to certain state and local associations for reimbursement of their losses in membership income for a period up to three years subsequent to the year of unification. The actual amount of the liability can not be finally determined until the state and local associations submit their claims for reimbursement.

NOTE 5—SALE OF LAND AND BUILDING

In 1976, the Association sold a vacant office building and land located in the business district of Washington, D.C. The property was sold for $400,000 which resulted in a loss, including expenses of disposition, in the aggregate of $401,104 of which $301,994 was recorded in 1974. Proceeds from the sale consisted of $50,000 in cash (before deduction of expenses of disposition) and a note receivable from the purchaser in the amount of $350,000 payable in equal annual instalments from 1978 to 1981 plus interest at 8½% per annum.

NOTE 6—DuSHANE EMERGENCY FUND

The DuShane Emergency Fund, which was established to protect the human, civil and professional rights of educators, had $945,864 in loans outstanding to teachers and state associations as of August 31, 1976. The ultimate collectibility of these loans can not be determined and accordingly are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Emergency Fund, if and when received.

NOTE 7—BANK LINE OF CREDIT

In connection with a $4,750,000 line of credit granted by a commercial bank for which no commitment fee is paid, the Association has agreed that it will not encumber any real property or pledge other assets without the written consent of the bank. In addition, the Association must confine its borrowings to the bank. As of August 31, 1976 the Association had no borrowings under this line of credit. As of October 21, 1976 the Association had borrowed $600,000 at 7¼%.

NOTE 8—RETIREMENT PLAN

The Association has a contributory retirement plan which covers substantially all employees. The Association's policy is to fund retirement costs accrued. Retirement plan expense for the years ended August 31, 1976 and 1975 was approximately $1,265,000 and $1,175,000, respectively. The latest actuarial valuation as of January 1, 1976 indicated that the retirement plan had no unfunded liabilities.

NOTE 9—CONTINGENCY—NATIONAL TEACHERS ASSISTANCE FUND, INC.

The National Teachers Assistance Fund, Inc., (NTAF) is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, the NTAF has from time to time guaranteed loans made by commercial banks to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of the NTAF and also by the Association's letter of credit in the amount of $1,250,000. In the event of default on a loan, the Bylaws of NTAF provide that the bank shall first draw upon the letter of credit of the affiliate in which state the funds were transmitted and thereafter, proportionately from all other letters of credit, including the Association's. To date, the Association's letter of credit has not been used to cover any defaulted loans.

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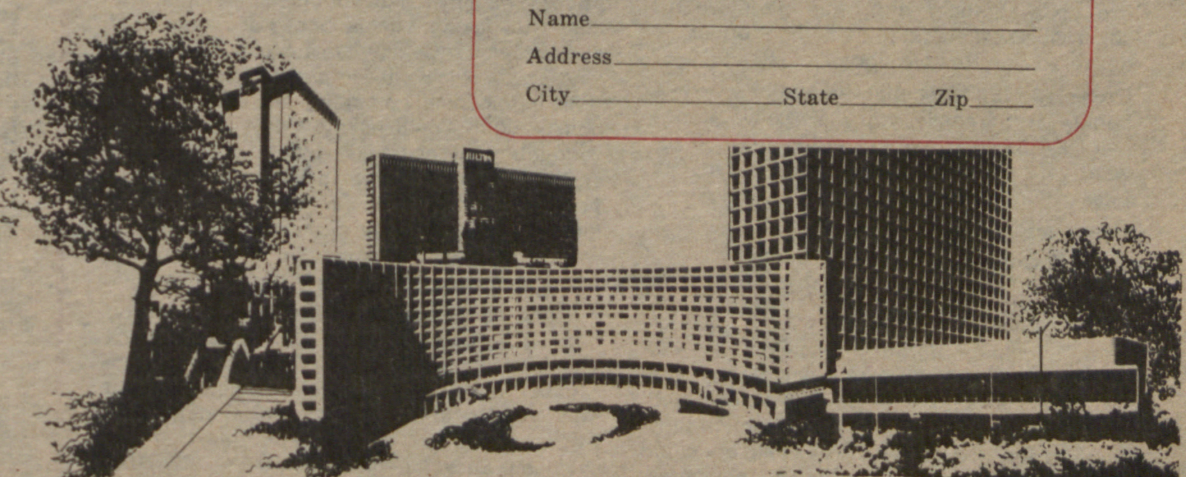

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